

Spectrum



1966



LONDON
TEACHERS
COLLEGE



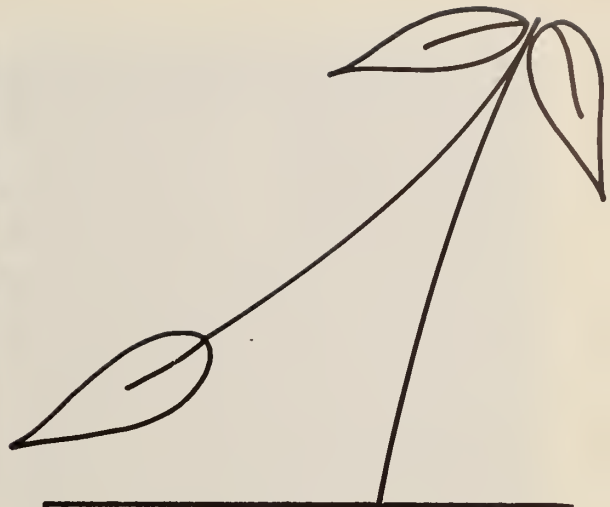
TEACHERS' COLLEGE

LONDON, ONTARIO

1965-1966

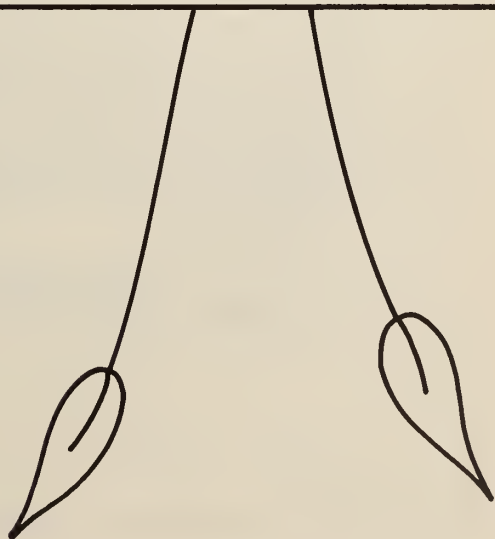






PREFACE

MESSAGES
FACULTY
OPERATIVE STAFF
YEARBOOK STAFF
DEDICATION
STUDENT BODY
ORGANIZATIONS
SPORTS
ARTS & LETTERS
SOCIAL EVENTS
PROGRAMS
ADVERTISING





PRIME MINISTER

I am very pleased to extend my warm greetings to the students and staff of London Teachers' College and to all readers of The Spectrum.

In coming to London Teachers' College, you have answered the call to play a positive role in the education of our young citizens - a role second to none in the building of our nation. In your earlier years, you have acquired knowledge; you have learned the essentials of good citizenship. During your stay at the London Teachers' College, you are being taught how to impart this knowledge to others; how, by good example, good citizenship is inculcated.

When it will be your turn to put into practice the training that you have received, I ask you to remember that you will be better teachers if you keep on acquiring further knowledge. Your teaching certificate is but the beginning.

You have my best wishes, and I am confident that you will not fail in your task.

L. B. Pearson.

O t t a w a,
1 9 6 6.

PRINCIPAL OF TEACHERS' COLLEGE

Message To The Graduating Class Of 1966

This is the year when you leave our college to begin your career in education; it is also the year when two of our oldest and most honoured staff members leave to end this part of their professional career. Those of us who remain, hope that both you and they will remember to come back to see us, for we shall greatly miss you and Mr. L.B. Hyde and Mr. F.W. Walker.

In my usual Yearbook message I try to cap your load of instruction, which is surely heavy enough already, with one last piece of advice. This time, how could I give you a better start on your road than to suggest that you follow in the footsteps of these two men who have travelled every inch of it?

Different as they are in many ways, Mr. Hyde and Mr. Walker share three qualities, each of which is a necessary one for you if you too wish to become a great teacher.

Both men have always believed in the worthiness of their calling; they have been proud of their work. In the years I have known them I have never seen nor heard either of them apologetic of the role of the teacher in our society, whatever the business or professional group among whom they appeared. Since the road of teaching has its dusty patches, indeed its rough and stony ones, this faith in the value of the job they were doing has often helped them through again to the pleasant and rewarding vistas. Each has always known that what he did each day counted for something.

Nevertheless, neither man has ever let his enthusiasm for his task make him take himself too seriously. Both have a saving grace of humor. Through the years the laughter that surged through their classrooms has often penetrated even to this office of mine. You who shared their courses have savoured their wit as much as I who am their colleague.

And there was always a third thing these men had in common: their way of reaching you as individual human beings. Neither of them was ever content to teach a collective noun called a form. Both were always concerned with John and Mary – and with you too; they taught separate persons. In neither case did their contact with you end at the classroom door with the period bell. All of you know that much of the good they did came to you after classroom hours – strolling the corridors, holed up in some corner of a practice school, over the telephone – and across the years. Many of our graduates well along in their own careers still share their problems and their triumphs with Mr. Walker and Mr. Hyde.

Here, then, you have two living examples of how to teach: have a missionary zeal for your job, but don't let it blot out your sense of humor, and value each of those you teach as a human being who is worth knowing as a person.

Do these three things throughout the years, and some day you too will not be unworthy of the Master Teacher's

"Well done, thou good and faithful servant."

– F.C. Biehl –



VICE - PRINCIPAL OF TEACHERS' COLLEGE

To the Graduates of 1965-66.

The time comes to each of us, whether he be musically inclined or not, to sing his swan song.

This being my forty-fifth year in the teaching profession it might naturally be expected that I should have formed some definite opinions regarding both teaching and teachers.

May I state most sincerely that teaching can be and should be a most satisfying experience. It is satisfying to realize at the end of the trail that some pupil, student or teacher may, at some time along the way, have been pleased to have had your guidance, advice or even your sympathy and may have benefitted therefrom.

It is also satisfying to feel that you may

have been present at some critical moment when a student was in need of the encouragement which may have made the difference between his abandoning the profession or going on to success.

Imparting academic knowledge and the development of the proper attitudes toward the various subjects and even to work itself are among the duties of any teacher. However, other aspects of your teaching will be remembered long after much of the academic knowledge you tried to impart has been forgotten or has become obsolete. It is important that the pupils should have learned to accept the challenges of the classroom and to have learned how to solve problems with which they were confronted.

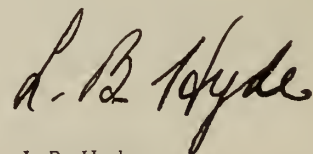
Each individual teacher in whose care a child has been placed has a very important influence in the development of the child's philosophy of life and his attitudes towards his fellow pupils, which will be transferred in later life to the society in which he must live. May I urge you not to forget this human side of the learning experience. Mark Twain summed up these ideas very effectively when he stated, "I never let my schooling interfere with my education."

A teacher must like people, especially children. A teacher must have an abundant supply of patience and understanding. A teacher must believe that religion is a way of life and must be willing to exemplify his religion in his daily contacts with pupils and his fellow teachers.

I have enjoyed all the phases of teaching; teacher, principal, and inspector in the public schools; master, vice-principal and acting-principal in the Teachers' College. It is with many fond memories that I now leave the College and the profession. But I must also say that I leave with regret. I believe that any teacher who can leave the profession without some regrets, should never have been a member of it.

May I wish each of you the best of luck in the years ahead, but also remind you that there is no such word as luck without 'U'; and that . . . "If you think you'll lose, you've lost,

For out in this world you'll find,
Success begins with a fellow's will
It's all in your state of mind."



L. B. Hyde,



VICE
PRINCIPAL

OF
TEACHERS'
COLLEGE



At the conclusion of a lesson, you have been advised to ask yourself, "If I were to teach the lesson over again, what would I do differently?" Such reflection, if constructive, is likely to cause the individual; first, to recognize his strengths and weaknesses; second, to make the most of his strengths; and third, to attempt to correct or compensate for his weaknesses.

At the close of this year of professional training which may have seemed the busiest, swiftest year in your life, I recommend the same personal appraisal, "If I were to live this year over again, what would I do differently?"

Such "stock-taking" would be well advised at the end of each year of your teaching career. Have I made the most of my strengths? Have I taken steps to correct my weaknesses? Have I striven steadfastly for the goals worthy of my profession? Have I kept the child's needs first and my personal interests second? Have I been deserving of the respect of my fellow teachers? Have I been true to the trust placed upon me by parents, by my students, and by my superiors? Honest answers to such questions should help you to clarify your vision and to strengthen your determination as you continue your education as a teacher, the first phase of which you will have completed on the receipt of your certificate.

With my best wishes for your success and happiness, may I close with the very common, but significant quotation, "Actions speak louder than words". Your worth as a teacher of children will be determined by what you are, far more than by what you say. The Master Teacher demonstrated this truth throughout His life, and expressed the same sentiment when he said, "By their fruits, ye shall know them".

W. T. Townshend



MINISTER OF EDUCATION

In company with people of all races and all creeds all over the world, the people of Ontario are showing, as perhaps never before, a keen interest in education and the product of our school system. In a large measure, the fulfilment of the hopes of our citizens depends upon you who will teach in the schools and prepare our children for their life in our modern technological world. What you teach will be important, but how you teach it, your professional competence, and your own character as a person will have equal importance. As one man phrased it, "Education without attention to the building of character will do nothing more than produce a race of clever robots".

Your responsibilities, as you take up your duties in our schools next September will be both exacting and difficult. You will not, however, be alone. You will have many allies, your colleagues, your board of trustees, the parents of your children and, when you have gained their confidence, your children themselves. You will have at your call the advice and assistance of your supervisors and the resources of the Department of Education. Do not hesitate to seek assistance when you need it.

After a year at Teachers' College, your professional training is behind you, your professional growth is still ahead. You carry with you the confidence of the Department of Education and the good will of the people of our Province as you begin your career. May your teaching days be happy and rewarding!

William G. Davis

William G. Davis
Minister of Education.

Toronto, November 18, 1965.



TEACHERS' COLLEGE PRIME MINISTER



As we entered Teachers' College this past fall, how many of us gave any thought to the part we will play in our country's future? Now that we are ready to face our own classes, we must realize it is a great roll, and in order that our country may continue to prosper, we must play it from our hearts. For as a tree depends upon its roots for nourishment, so does our nation depend on its youth for future leadership. As future teachers, we have both the responsibility and power to help insure such leadership, and thus a brighter future.

The responsibility is that of passing knowledge onto our younger generations in order that they will be able to function with purpose in this modern world. This is a very important part of teaching. But, it is not necessarily the most important.

The power or gift which has been placed in our hands is like that of a potter, who can at his own discretion mould his clay into any form he wishes to express himself. We have a similar gift, but instead of clay, we are entrusted with the much alive human mind.

Should we, as the potter, mould this mind into a form we personally find desirable?

No, we must not! Instead, we should through wise counselling and encouragement, help each child mould his own mind and character, and in so doing mould a brighter future for Canada and the World.

Al Edmundson,
Student Prime Minister



MASTERS



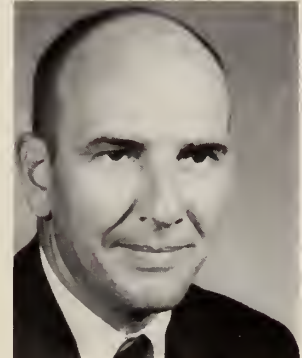
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B. A.



Mr. R. H. Topp,
B. A.



Mr. J. N. Thomson,
B. A., B. Ed.



Mr. J. A. McKeown,
B. A.



Mr. F. G. Walker,
B. A., B. Ed.



Mr. R. W. Bain,
B. A.



Mr. R. M. Andrew,
B. A.



Mr. J. A. Eaman,
B. A., B. Paed.





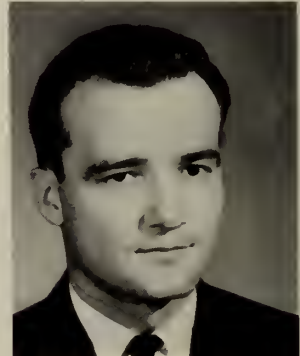
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Mr. J. G. Elford,
B. A., B. Ed.



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B. A., B. Ed.



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B. A.



Miss C. E. Leslie,
B. A. , B. Ed.



Mr. G. C. Bennett,
B. A. , A. R. C. T.



Miss M. E. Glover,
B. A. , B. Ed. , A. D. C. M.



Mrs. M. E. Magee,
B. A.



Miss W. I. Singer,
B. A. , B. L. S.



Mr. J. A. Crawford,
B. A.



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OUR MAINTENANCE STAFF



Mr. D. Van Dyken



Mr. H. W. Bromwich



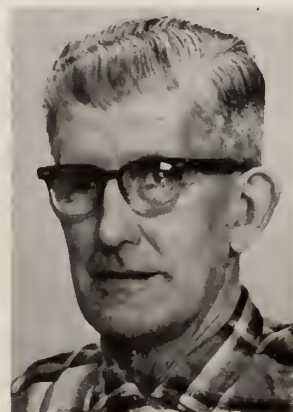
Mr. B. Godkin



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Mrs. P. Danyluk



Mr. L. Williams



Mr. E. Dawson



YEARBOOK



EDITOR OF THE YEARBOOK



Webster's defines the noun 'ideal' as:

- a mental picture of perfection as a model toward which to strive
- a supreme standard
- a person thought of as perfect enough to be imitated

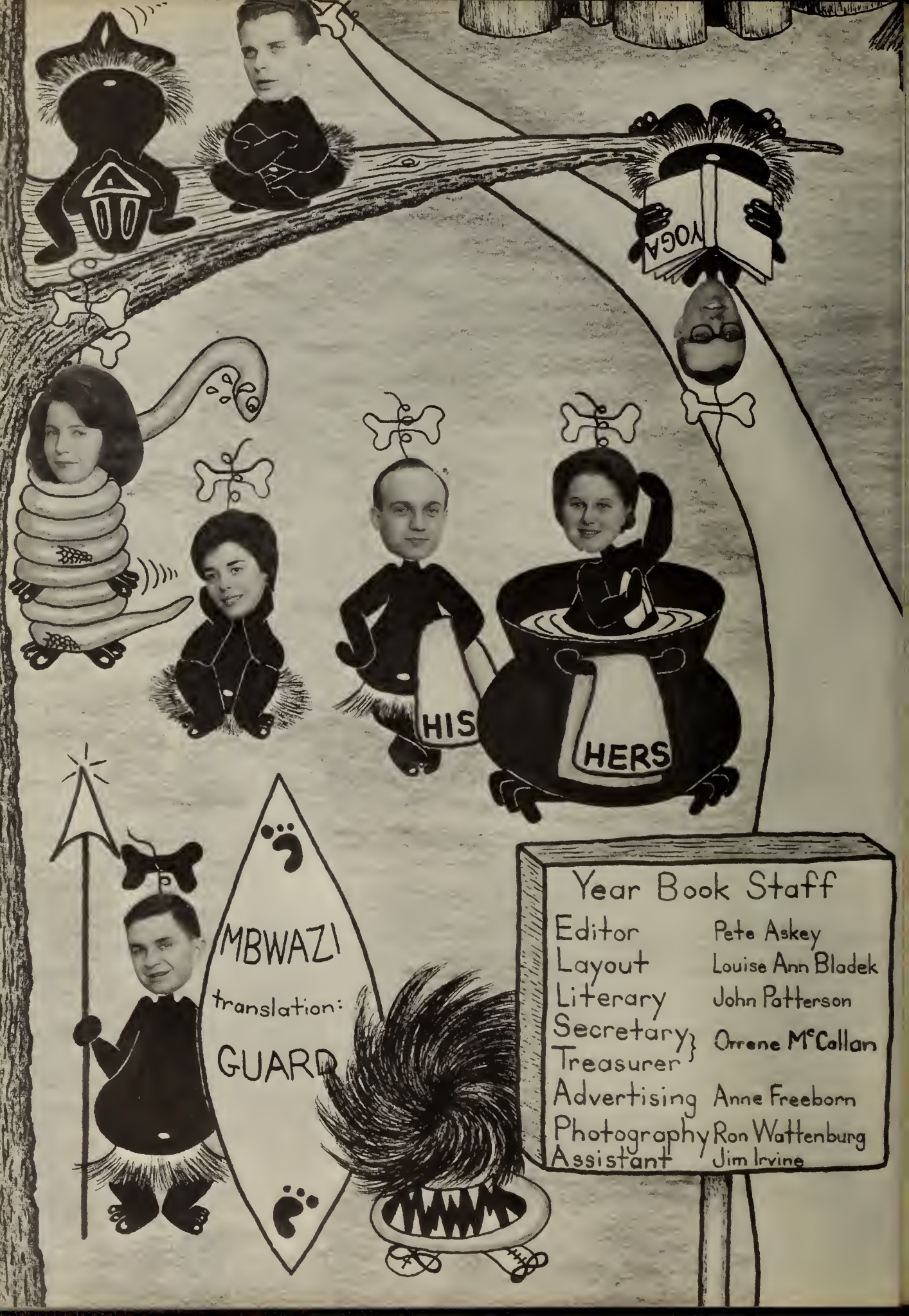
The 1966 Graduating Class of London Teachers' College has dedicated their yearbook, Spectrum, to an ideal. The supreme standard--humanitarianism--and its strongest son, perfect enough to be imitated--Dr. Albert Schweitzer.

It is fitting that we as teachers whose life's vocation will revolve around children should pay tribute to a man who, unselfishly throughout his lifetime, gave all that he had to his fellow beings. Posterity will remember the quiet jungle doctor for his ideal of brotherly love and service.

However, an ideal should not be left in a dark jungle of Africa. An ideal can play a dynamic role in the classroom. Whether it be so all inclusive as that of Schweitzer's or just a simple daily unselfish act, its effect upon the pupils is immeasurable. Paraphrasing, a quote from a renowned educator, 'A teacher's influence upon the course of human events cannot be calculated for one never knows when his influence will re-appear.'

Let this ideal be well chosen. Something that can be practised as a living example and worthy enough that our pupils may imitate. No matter how difficult a day has been; no matter how many feelings have been crushed; a day may be counted as a success if our ideal has shone through above the clouds. In all the coming Septembers as we enter our classrooms, let us all reflect upon the humble man to whom this book has been dedicated--Dr. Albert Schweitzer and to HIS ideal.

Peter A. Askey,
Editor



Year Book Staff

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Advertising John Growse
Phil Guest

Zina Koval



Rugged of visage,
almost unkempt,
eyes shading from compassion to humour
and deep set,
hair luxuriant
but only partly disciplined,
lateral strands bracketing a forehead
lofty but furrowed,
and underlined with heavy brows,
mustaches of brush -
all seeming to mask
the weariness of years
consigned to others' cares.

Voice of the theologian
turned to comfort or direction;
Hands of the organist
disciplined by setting bones,
dispensing potions;
Pen of the author,
restricted by scribbling
case histories or prescriptions;
Mind of the philosopher
unrestrained by weight of circumstance
or frugal Lambarene-
A complex being,
yet man of simple ways.

A life of more than ninety years
impelled by firm convictions
and a ready drive -
 reverence for life, all life;
 work an obligation,
 not a grim necessity;
 man's resources lie within himself,
 unparalyzed by magnitude of task,
 but rather by puniness of purpose;
 men do not choose to confer
 their benefits upon brothers in need,
 it is their duty,
 benevolence is, in truth, atonement;
 service supersedes self
 and the plaudits of recognition,
 good is done but for one reason,
 the doing;
 man must find and nurture mercy in himself-
 merely to live is not life,
 but to serve is divine.

Man, giant or saint?
 Countless voices united
 by the fellowship of pain,
 And the eroding mouth of the Gabonese leper
 would answer,
 " All".





STUDENTS

FORM 1



Linda
Acker



Christine
Adamowicz



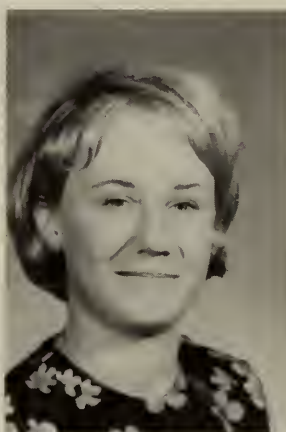
Mr. M. E. Porte



Bonnie
Alderson



Roberta
Allison



Sheila
Allison



Adriana
Ambachtsheer



Joan
Anderson



Laura-Jane
Anderson



Marilyn
Anderson



Sharon
Anderson



Alice
Armstrong



Mary Ann
Baletto



Janet
Bambrick



Leslie Anne
Barnes



Brenda
Batty



Alice
Beckett



Janet
Beecroft



Gail
Bell



Marianne
Beltz



Darlene
Bentley



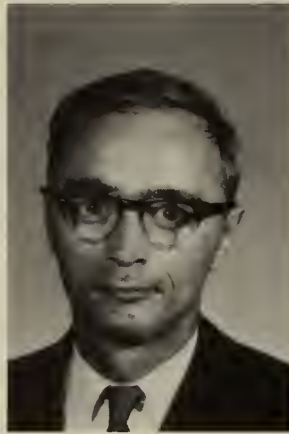
Patricia
Berdan



Helen
Bergey



Mrs. Geraldine
Roth



Robert
Achimowich



Howard
Allen



Wilfred
Allen



James
Armitage



Peter
Askey



William
Babbey



Frank
Bale



Peter
Baljeu



David
Bertrand



Paul
Bottineau

FORM 2



Elaine
Bissonnette



Jolene
Bray



Mr. R. H. Topp



Lorraine
Bristol



Bertha
Brocklebank



Heather
Brown



Mrs. Patricia
Browne



Lynda
Bryan



Barbara
Butler



Judith
Cameron



Pamela
Caminiti



Carol
Campbell



Jo-Ann
Campbell



Elaine
Cannom



Joyce
Cassar



Margaret
Carmicheal



Betty
Carter



Helen
Carter



Susan
Clark



Linda
Chapman



Jill
Chapple



Ruth
Clark



Carl
Branston



Larry
Broughton



Colin
Campbell



Micheal
Carroll



John
Caruana



John
Caverhill



Gordon
Chittick



Richard
Clements



Micheal
Cluderay



David
Goodden

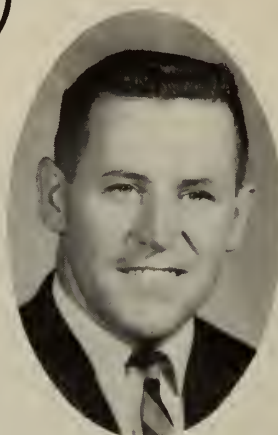
FORM 3



Ruth Ann
Clemens



Linda
Cloes



Mr. J. N. Thompson



Barbara
Cole



Doreen
Connatty



Mary
Connolly



Beverley
Connor



Cheryl
Cook



Gertrude
Cotton



Geraldine
Craig



Mrs. Susan
Crawford



Gail
Croft



Jane
Crown



Mary Alice
Cullen



Mrs. Helen
Dagneau



Sharon
Dainard



Phyllis
Daly



Mary
Dande



Patricia
Daniel



Joan
Davidson



Leslie
Davis



Sally
Dawson



Eleanor
Day



Joyce
Day



David
Cole



William
Cook



Richard
Cosens



Bruce
Delbridge



Robert
Denommé



Raymond
Dorans



John
Dudzic



Edward
Dunham



Jerald
Elliott



Richard
Facey



Alexander
Edmondson

FORM 4



Audrey
Dean



Marguerite
Debackere



Mr. J. A. McKeown



Josie
De Brouwer



Goederoen
de Caluwe



Beatrice
De Jong



Rose Marie
Demianiuk



Tina
De Vries



Joyce
DeWitt



Mrs. Mary
Dickson



Susan
Dinney



Pamela
Downer



Maureen
Driscoll



Mrs. Pat
Drobot



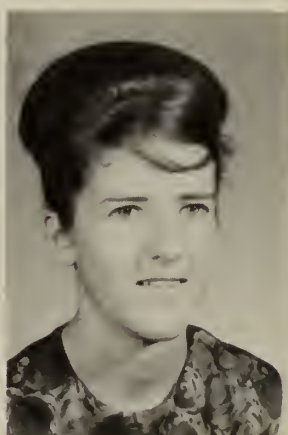
Ruth
Edwards



Vicki
Duddy



Pat
Dunbar



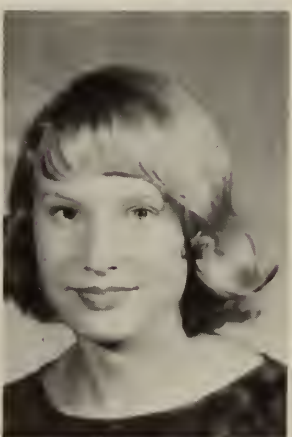
Linda
Edwards



Ginny
Exley



Susan
Edwards



Pauline
Elliott



Sandra
Elsom



Maureen
Farrell



Ken
Fallowfield



Thomas
Fenton



Bryan
Gleason



Henry
Gliszczynski



Larry
Godfree



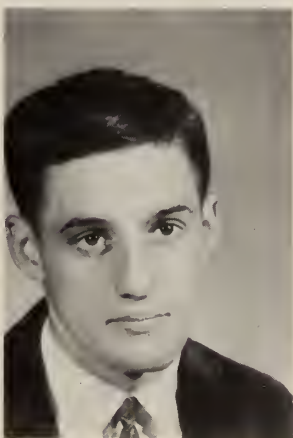
James
Gonder



Donald
Gordon



Bryan
Graham



Ralph
Graham



Robert
Griffiths



Merv
Howes

FORM 5



Mrs. Ingeborg
Faulkner



Susan
Fenton



Mr. F. G. Walker



Barbara
Ferris



Elizabeth
Fitzpatrick



Connie
Flegel



Suzanne
Foster



Christine
Frank



Anne
Freeborn



Karen
Freeland



Verona
Freer



Mrs. Kathleen
Freitas



Claudia
Frizzo



Glenda
Garrison



Linda
Gedymin



Margaret
Giblin



Patricia
Gibson



Kathleen
Glasgow



Connie
Goodacre



Sheila
Gordon



Janet
Gorringer



Patricia
Gowan



Bonnie
Galbraith



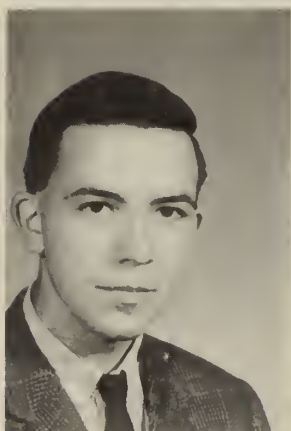
John
Growse



Philip
Guest



Wayne
Haldenby



Robert
Hansford



Patrick
Heisler



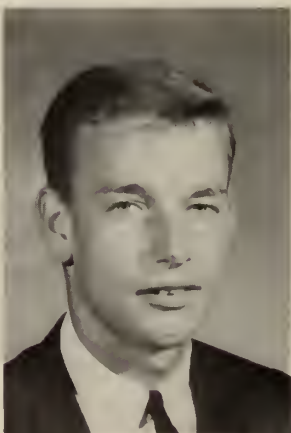
John
Hulet



Andrew
Ireland



James
Irvine



Stuart
Irwin



Paul
Jackson



Stephen
Thomas

FORM 6



Betty
Gray



Carolyn
Gray



Mr. R. W. Bain



Lorie
Gregory



Heather
Griffin



Lorraine
Grodzki



Sharon
Grose



Joan
Grosvenor



Colleen
Gutteridge



Heather
Halcrow



Rosemary
Hallam



Fay
Hannaford



Sandra
Hansford



Carolyn
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Elizabeth
Hensel



Linda
Haycock



Phyllis
Helsdon



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Henderson



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Hobson



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Henshaw



Anne
Hewitt



Brigitte
Hilpold



Sheila
House



Mrs. Shirley
Pullin



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James



Charles
Johnson



Robert
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Boris
Jusic



Kenneth
Karr



Peter
Kearns



David
Klopp



Jon
Knight



Leslie
Kovacs



Ronald
Kraft

FORM 7



Cheryl
Humphrey



Margaret
Hyde



Mr. R. M. Andrew



Barbara
Ingram



Barbara
Insole



Bonita
James



Linda
James



Shirley
Jeffs



Jo-Ann
Jenkins



Donna-Marie
Jessop



Margaret
Johns



Kathy
Johnson



Evelyn
Johnston



Jane
Johnstone



Lena
Joosse



Lucille
Jordan



Bernadette
Jubenville



Janice
Judd



Rosemary
Kelk



Jean
Kennedy



Esther
Kerr



June
Kindy



Louise
Jones



Mrs. Janet
Johnson



John
Le Feuvre



Norman
Leigh



Stanley
Lesnick



John
Lewis



Jacob
Lieberherr



Robert
Lizmore



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Lourie



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Macdonald



Garry
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Terrence
O'Grady

FORM 8



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Kingston



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Koscielniak



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Koval



Marian
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Beverley
Langford



Nancy
Lashbrook



Suzanne
LeConte



Mary Anne
Legault



Mary
Legg



Grace
Lemmon



Sandra
Levy



Sharon
Lightfoot



Dorothy
Lindbloom



Lynda
Linton



Mary
Littlejohn



Linda
Lloyd



Jean
Lovelock



Susan
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Margaret
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William
MacKenzie



Terry
Mason



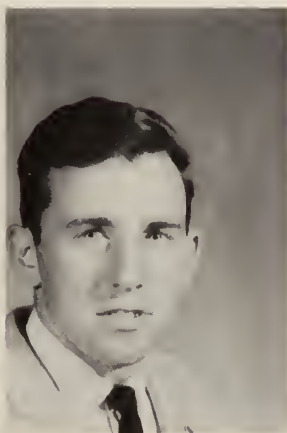
Gary
McNaughton



Gary
Miller



Hugh
Mitchell



Richard
Mitchell



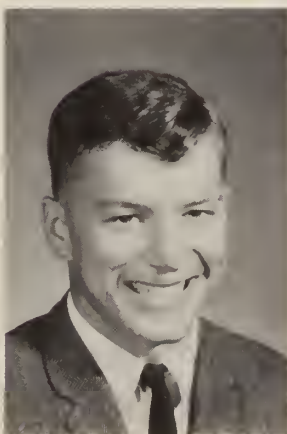
Wilfred
Moorish



Michael
Murdie



Brad
Myers



Rod
Osborne



Nick
Noszenko

FORM 9



Judith
MacGregor



Elizabeth
MacIntyre



Mr. C. R. Dunn



Linda
MacLeod



Margaret
Mahoney



Marjorie
Maidment



Joan
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Martha
Martin



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Jane
McGillivray



Sandra
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Darlene
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Frances
McHale



Lois
McKay



Betty
McKillop



Linda
McLaughlin



Kathryn
McLeod



Marlene
McRae



Donna
Meston



Stella
Mikitiuk



Mrs. Margaret
Milbank



Kathryn
Millar



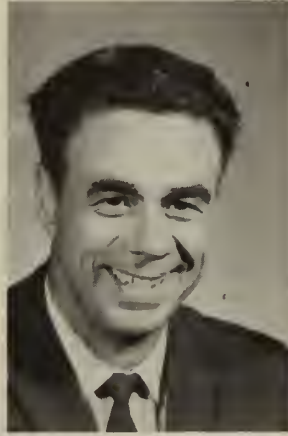
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Mills



Maude
Milmine



Mrs. Marna
Mather



Cyril
Paice



Douglas
Parry



John
Patterson



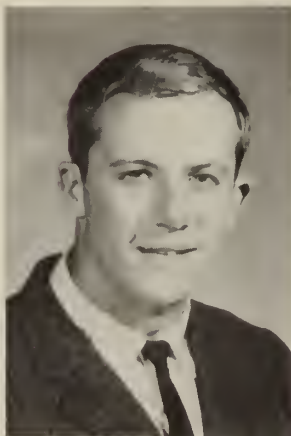
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Perkins



Cleo
Perry



Robert
Plumb



Robert
Poile



Wayne
Potts



Thomas
Purdy



Royden
Rabinowitch

FORM 10



Katherine
Mitches



Joanne
Moore



Mr. B. P. Park



Lin
Moore



Margaret
Moore



Elizabeth
Moreland



Ruth
Morkin



Brenda
Morley



Beverley
Mortensen



Mary Lu
Moyer



Linda
Moyse



Barbara
Mullis



Pamela
Murison



Marian
Nabben



Shirley
Nakamura



Leona
Nicholson



Mary
Nolan



Valerie
Norman



Colleen
O'Brien



Marilyn
Olson



Debbie
Oosterink



Barbara
Pajuk



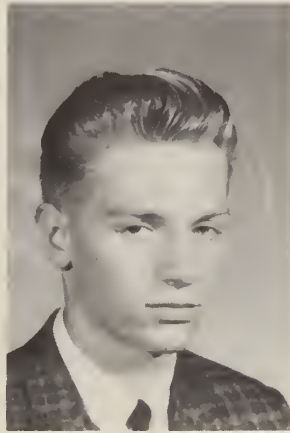
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Donald
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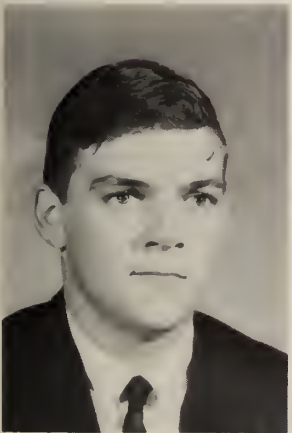
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Rose



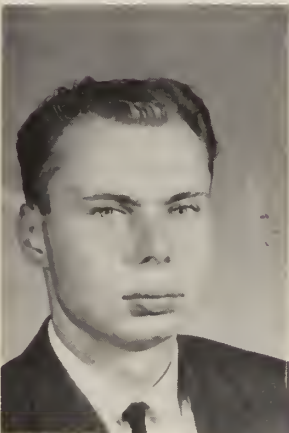
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Roubos



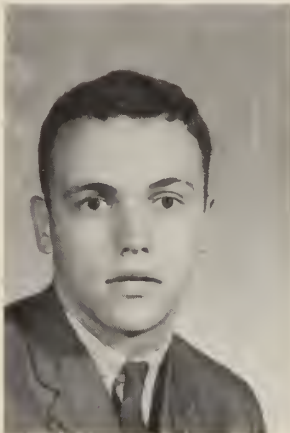
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Rowat



Kenneth
Rozell



Patrick
Soldan



Keith
Tapp



Larry
Taylor



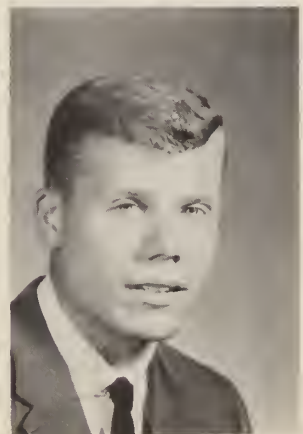
Robert
Tolmie



Robert
Pierce



Dennis
Lamb



Donald
Anger

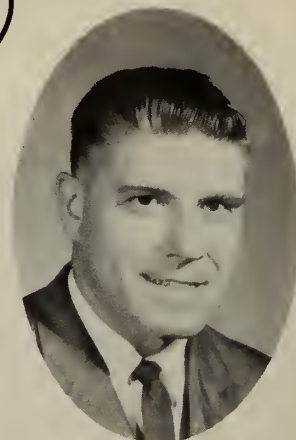
FORM II



Mary
Perla



Stella
Phelps



Mr. J. G. Elford



Carol
Phillips



Jean
Phillips



Shirley
Picard



Lois
Piggott



Susan
Pink



Marion
Pitz



Frances
Potters



Darlene
Povinsky



Penny
Pringle



Sharon
Quigley



Mrs. Ann
Quinn



Gayle
Quirie



Vilma
Raffin



Lynda
Raven



Judith
Rawson



Charlotte
Read



Barbara
Ready



Sandra
Redding



Audrey
Reid



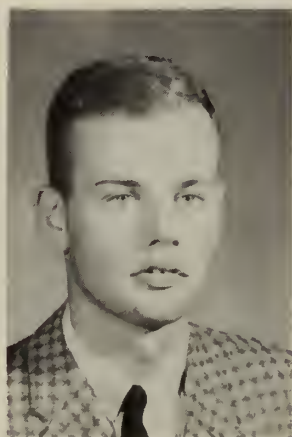
Margaret
Reid



Joan
Reycroft



Margie
Ridxon



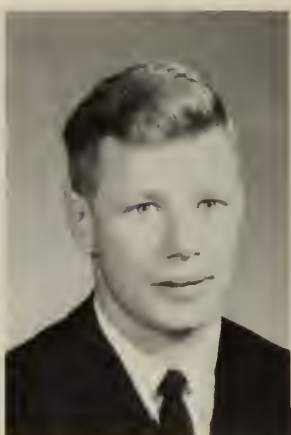
Gerald
Treble



Adrian
Tuns



Alan
Turton



Arie
Uytterlinde



Robert
Vail



Ronald
Van Wijngaarden



Donald
Varnell



René
Versaerel



Larry
Walsh



Philip
Walters

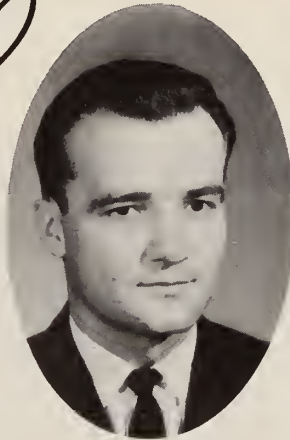
FORM 12



Sylvia
Richardson



Lynda
Rieger



Mr. J. Tokar



Gwenda
Robinson



Janet
Robinson



Suzanne
Roberts



Norma
Robertson



Carol
Russell



Janet
Sadleir



Margaret
Rodger



Ruth-Anne
Rosenberg



Helen
Samko



Janny
Sanders



Linda
Sayer



Sheilagh
Sayers



Cathy
Scane



Ina
Schalk



Jan
Scheel



Mary Ethel
Searson



Joanne
Seebach



Frances
Shamley



Cheryl
Shaw



Janet
Shaw



Norma
Shellington



Dale
Shepherd



Marlene
Shewan



Ronald
Wattenburg



Raymond
Watts



Richard
Westwood



Cameron
Willis



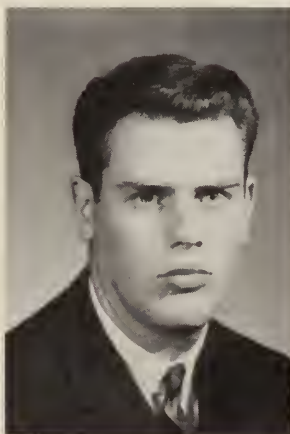
Floyd
Wills



Sandy
Wilson



William E.
Yates



William R.
Yates



Carl
Walls

FORM 13



Nancy
Siddall



Laureen
Sim



Mr. A. Brendon



Carolynne
Simmons



Shirley
Sinclair



Donna
Sinden



Mrs. Dora
Sisco



Patricia
Slattery



Gail
Smale



Theresa
Smid



Brenda
Smillie



Joyce
Smith



Linda
Smith



Paula
Smythe



Nancy
Stamm



Carol
Stanley



Lois
Sutherland



Sue
Svendsen



Sandra
Swatridge



Martha
Swiatek



Mrs. Krystyna
Szuldrzynski



Heather
Tanner



Anne-Marie
Taterczynski



Betty
Taylor



Jenny
Tensen



Jane
Thompson



Mrs. Julianna
Tihanyi



Diane
Timbrell



Gail
Timbrell



Golden
Towle



Carole
Turnbull



Barbara
Turner



Mrs. Edith
Van Braam Morris



Agatha
Vandenbroek



Betty
Stapleton

FORM 14



Joan
Vineyard



Mrs. Catherine
Vriese



Miss B. G. Bergey



Demra
Walker



Dianne
Walker



Lynne
Walker



Marion
Walker



Nell
Wall



Margaret
Walsh



Lynne
Ware



Nancy
Watters



Nancy
Welch



Sherry
West



Anne
Westman



Gail
Williams



Leslie
Whiteside



Kaye
Whittington



Mrs. Jessie
Wicks



Colleen
Wolfe



Gloria
Williamson



Mrs. Vera
Wilson



Sandra
Winchar



Penelope
Woodland



Lorraine
Woofenden



Janice
Wright



Teresa
Wright



Patricia
Yorke



Veronica
Yuristy



Gerda
Zylstra



Sister
Constantia



Sister
Mary Christopher



Sister
Helen Marie



Sister
Mary Robert



Sister
Mary Eileen

FORM 15



Anne
Allen



Patricia
Andrews



Mr. G. H. Dobrindt



Joanne
Annen



Annie
Armstrong



Lynda
Ashkanase



Marie
Auckland



Elizabeth
Bake



Louise Ann
Bladek



Marie
Britton



Gwen
Carmicheal



Margaret
Caveney



Michelle
Dowling



Helen
Clifford



Carole
Costello



Eleanor
Dietrich



Albert
Adili



Don
Atkinson



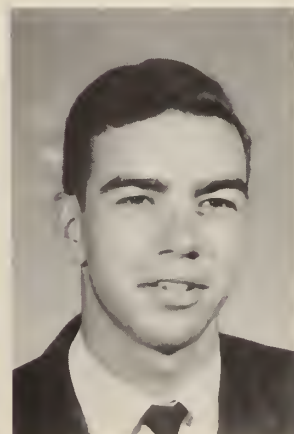
David
Conron



Gary
Jazey



Peter
Koens



Joseph
Lobsinger

FORM 16



Carolyn
Edwards



Jean
Egan



Mr. G. A. Boate



Janet
Gales



Anne Marie
Hague



Carol
Hague



Lorene
Hodgins



Helen
Harvey



Gertrude
Hotson



Carol
Houghton



Margaret
Howard



Nancy
Kirschner



Janet
Mansell



Sharon
Kosynski



Orrene
McCallan



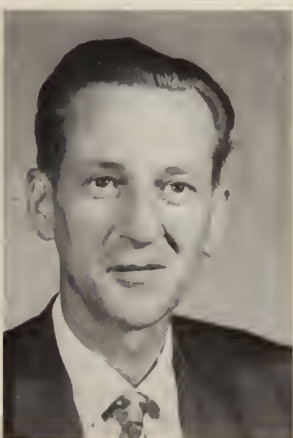
Donald
Russell



Nancy
Lale



Jame
McGregor



Leo
Usaty



Mary
Luhovy



Timothy
Roberts



Henry
VanderWeyst

FORM 17



Doreen
McGrenere



Patricia
McLandress



Mr. H. S. Long



Cathie
Meaden



Sandra
Munn



Cheryl
Murray



Elvinda
Nelson



Sharron
Newton



Dianne
Pertoci



Mary
Raithby



Deanna
Snelgrove



Janet
Steadman



Anne
Tully



Connie
Swanton



Nellie
Van Gorp



Judith
Watson



Joanne
Toll



Sophia
Vanlammeren



Shirley
Whitcroft



Patricia
Tremblay



Bonnie
Walker



Linda
Worden

FORM 18



Betsy
Burdick, B. A.



Brian
Castle, B. A.



Linda E.
McFarlane, B. A.



Jane
Davidson, B. A.



Evelyn
McFaul, B. A.



Mary Ann
Davison, B. A.



Mrs. Janet
McLaren, B. A.



Mr. D. F. Harris



Barbara
Muter, B. A.

B.A. COURSE



Nina
Ohsis, B. A.



Ruth
Stevenson, B. A.



Susan
Secord, B. A.



Elizabeth
Simmons, B. A.



Catherine
Swanson, B. A.



John
Wheatley, B. A.

RETURNS

AND

LATE ENTRIES



Robert J.
Taylor



Mrs. Joanne
Pettit



Mrs. Elizabeth
Rae



Mary
Stirton



Peter
Knox



Pauline
Hanlon



Mrs.
Townsend



Steven
Thomas





ORGANIZATIONS

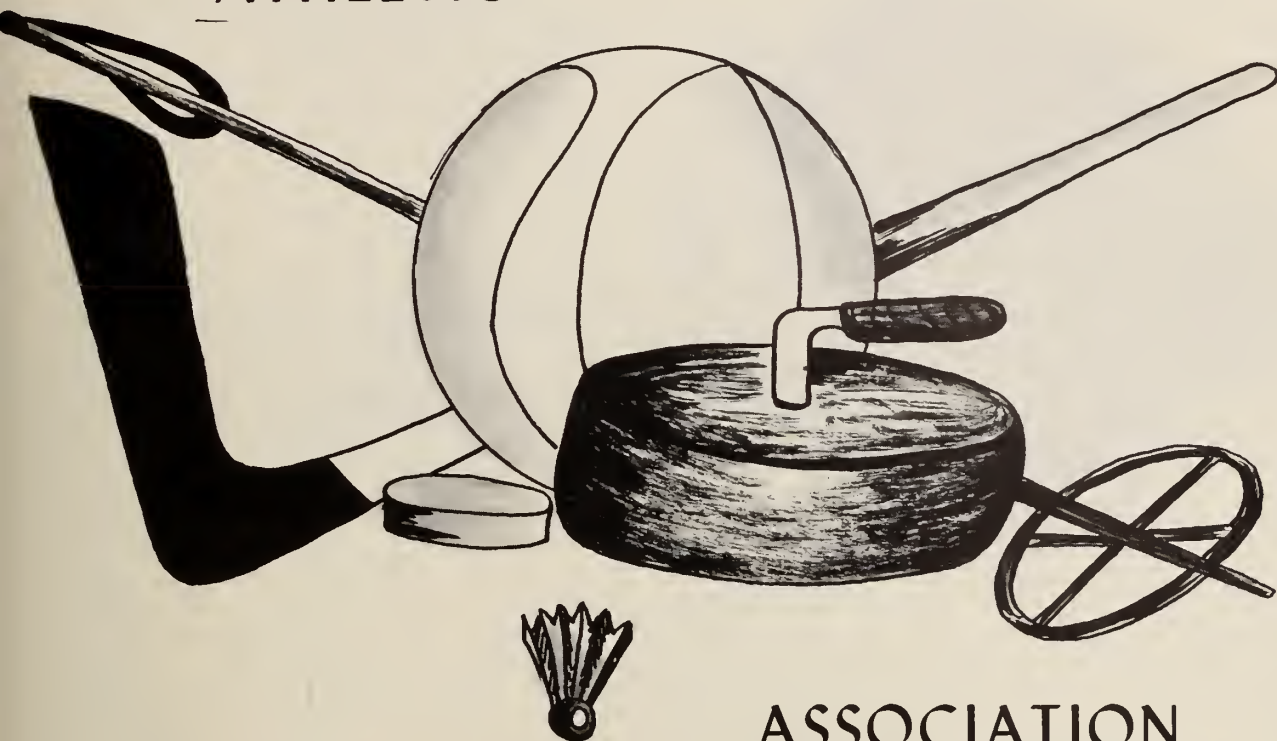


STUDENT PARLIAMENT



BACK ROW: John Wheatley, Diane Timbrell, Paul Jackson, Robert Poile, James Gonder, Gary McNaughton, Richard Westwood, Janet Bambrick, Pat Yorke.
FRONT ROW: Ruth Morkin, Mr. Biehl, Gwen Carmichael, John Caverhill, Jo-Anne Jenkins, Al Edmondson, Trudy Hotson, Susan Pink, Mr. Eamen, Linda Worden.

ATHLETIC



ASSOCIATION



BACK ROW: Miss Bartlett, S. Lesnick, D. Varnell, R. Osborne, J. Caruana, B. Perkins, S. Wilson, B. Castle, Mr. Crawford.

FRONT ROW: H. Harvey, B. Ferris, L-J. Anderson, S. Munn, N. Wall, C. Simmons, B. Mortensen, E. Hensel, A. Allen.

ABSENT: Dave Cole, Bryan Graham.



SOCIAL COMMITTEE



BACK ROW: E. James, J. Day, E. Kerr, J. Wright, R. Allison, Mr. Porte, H. Brown, A. Reid, J. McGillivray, A. Adili.

FRONT ROW: E. Fitzpatrick, A. Vanderbroek, G. de Caluwé, Mary Nolan, C. Willis, S. Kosynski, Miss Leslie, B. Muter, J. Watson.

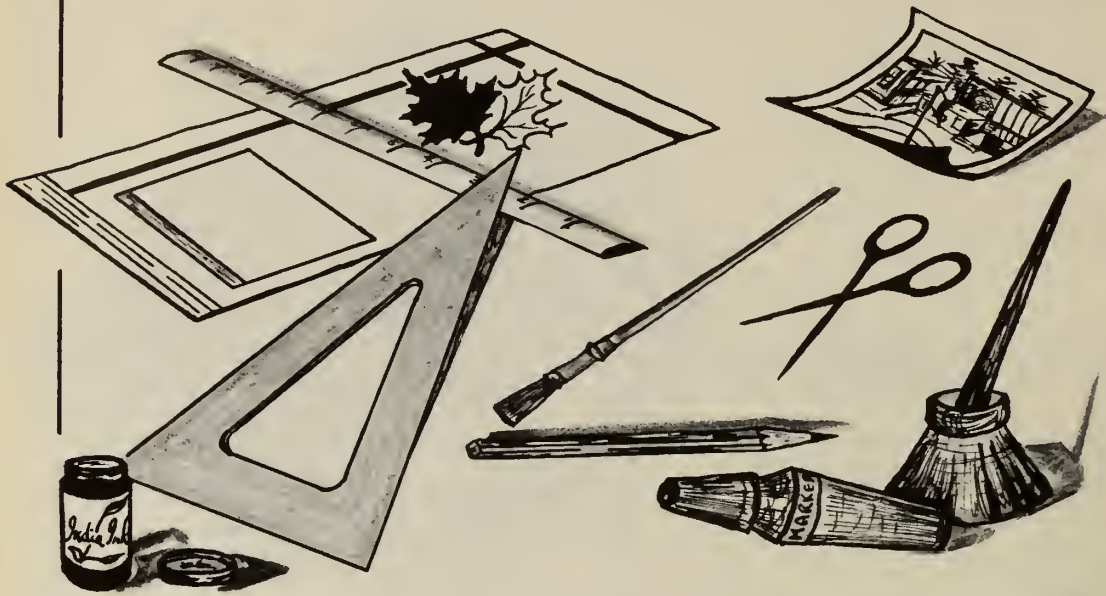
AUDITORIUM COMMITTEE



BACK ROW: J. Steadman, P. Bottineau, B. Yates, M. Carrol, T. Rowat, G. Macey, M. Cavenay, L. Levy, F. McHale, Mr. McKeown.

FRONT ROW: V. Yuristy, M. Connally, B. Henderson, P. Guest, M. Howard, A. Quinn, M. Dickson, Joyce Smith.

ABSENT: Jane Davidson.



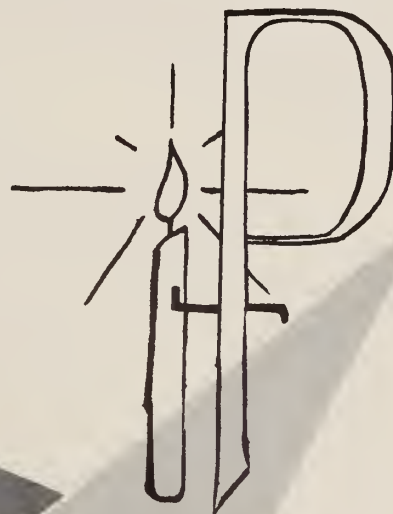
L.A.B.

SPECTRUM REPRESENTATIVES



BACK ROW: L. A. Bladek, L. Anderson, J. Mansell, J. Growse, L. Hodgins, T. Cotton, G. Mac-
Naughton, S. House, B. Stapleton, G. Treble, C. Wolfe, R. Wattenburg.
FRONT ROW: E. Nelson, Mr. G. A. Boate, B. Insole, J. Patterson, O. McCallan, P. Askey, A.
Freeborn, J. Dewitt, Mr. J. G. Elford, L. Bryan.
ABSENT: L. McFarlane, S. LeConte.

RELIGIOUS INSTRUCTORS



S. M. C.

He who loves his brother abides in the light...

1 John. 2:10



CLERGY: BACK ROW, Left to Right: Rev. G.E. Rousom, C.D. McLellan, P. Moore, M.A. Bury, J. Fleck, B. Hunter, F. Peake, G.D. Darling, R. Gordon, D.W. Johnson, G.A. Brown.
FRONT ROW: Rev. E. A. Currey, D. Cavers, W.F. Steeper, Sr. M. Elaine, F. Doreen Smith, W.C. Parrott, J.E. Davies, B. Guy.
ABSENT: Rev. T. Griffin, Anglican.





THE ARTS



The Traveller

Dust, dust, dust.
This road is cursed with dust.
Dust that makes your stomach turn,
Your tired eyes burn
Your parched throat yearn
For cooling streams, cooling streams.
Dust, dust, dust.

Doubt, doubt, doubt.
The mind is plagued with doubt.
Doubt as to whether we exist
Or will subsist
Or should resist
A fickle fate, fickle fate.
Doubt, doubt, doubt.

Fear, fear, fear.
The heart is full of fear.
Fear of what we do not know
Of ebb and flow
Of where we go
When life is done, life is done.
Fear, fear, fear.

Hate, hate, hate.
This world is torn by hate.
Hate that sees a coloured skin
A neighbour's sin
And seeks to win
Self-righteousness, righteousness.
Hate, hate, hate.

Love, love, love.
Is there no place for love?
Love which brings a lasting peace
Which makes strife cease
Which lets us lease
A better life, better life.
Dust, dust, dust.

John F. Patterson

An Exercise in Egotism

What of this Jungle Doctor

Does he deserve a place
In the memory of important
People such as we?

What of this Selfless Servant

Ought he be allowed to speak
To the hearts of lordly
Pedagogues such as we?

What of this Humble Human

Can he give any instruction
In the attitudes of virtuous
Professionals such as we?

What of this White-Haired Genius

Is there any honest need
For this old man's philosophy in wise
Youths such as we?

Ponder this problem, perhaps on your knees;
Consider with care the facts, if you please:
He gave up his health, his success and his ease,
To work for his fellows and die--under Lamberene trees.

John F. Patterson



AN ANONYMOUS REFLECTION

To each his own
In thought and deed;
For only he
Can know his need;

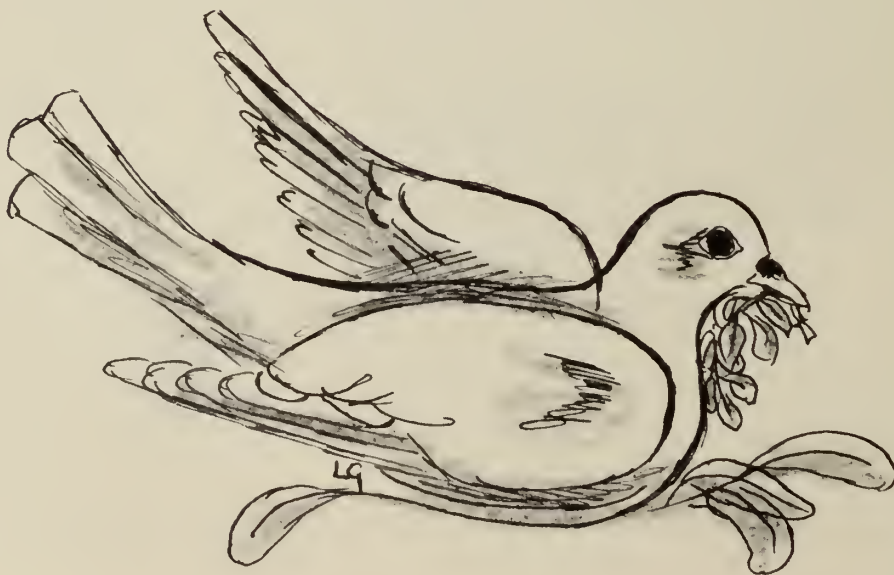
To find his "self"
Ah! Perhaps he never shall.

So he walks on in confusion,
Not seeing the joys about him.
He cannot grasp the hope, the love,
And does not understand

The peace
Embodied in the dove,

But he may suddenly see
That unifying light
Shedding over all
Changing weakness to might.

Anonymous



Conformity

He was a tall man,
A handsome man,
A staunch man;
He might have been a courageous man;
But he was defeated.

Not by Youth--his downfall;
Nor by war,
Nor by brutal force, -
Conformity!
Possessed of a great intellect,
It rotted within his head
To be like the next man!
And there, like all unused articles,
Moulded and became entwined in cobwebs,
Stored in a human attic of cells and tissues,
To be forgotten.

He desired not to love his neighbour,
But to be equal to his neighbour.
His children learned likewise
In this environment
He found no need for originality;
No need for adventure;
Both died.

He worked hard,
And then worked harder still.
Not because he liked it,
(For he loathed it,)
But because he must
To be someone;
And to be someone was
To be like everybody else,
He was.

He had all the luxuries he could demand;
He had achieved a goal he had wanted to attain.
He had money;
Property;
And he was like his friends;
His foes;
His neighbour;
His enemy;
They were all the same.

Anne Freeborn





Youth

Though little do I know of this great life,
I love it well;
Though scant my information gleaned as yet,
I treasure it,
Each tiny bit;
And long to obtain more each day I live
So that in turn, a little I may give
To others who are seeking just as I.

The beauty all about me that I see,
It moves my soul;
As summer dies, and autumn turns to snow,
Its icy ring,
Replaced by Spring
Bring gladdened awe within me at this lore;
For every fragment seen I beg for more
So I may know the spheres where beauty dwells.

And as each year in dream drifts slowly by,
I feel a surge
Of restless youth that stirs within me deep,
I feel it grow;
Enticement flows
About me to enslave me in its lure
Of zest and vigour; risk and change unsure;
And as youth beckons, I must follow her.

I join in the free thoughtlessness of youth,
But know youth not;
I dwell within her fleeting hours of life
And think them long,
'Till youth is gone;
'Tis then I'll know the richness held therein;
'Tis then I'll realize the earthly sin
Of not appreciating what I had.

As each day penetrates itself through life,
The more I know,
The greater things I have not learned will seem,
And they will laugh in jest
Upon my knowledge, making it still less;
And if I live on dreams of days gone by,
Then though I go on living, I shall die:
But if I live to learn, I shall be wise.

Anne Freeborn

LOVE'S ELEGY

The Great Love of the world is dead, is dead.
The morning mist it's dewy drops can't hold
And saturates the pillow of Love's bed
With tears of warmth which soon grow cold, grow cold.

It's heart once strong did beat with fret and pain.
As clots of reason and of duty scorned
Each thump did strike and beat the lumps in vain,
Each stroke did curse the day when Love was born.

A heart which had with mirth and joy been filled
Is now with hate and malice typified,
A heart which was with pure beauty thrilled,
Was full of ugly visions when it died.

For this the blazing heart of Love has bled
And though the hate and malice linger yet,
I find that often to Love's grave I'm led
And there to place a wreath of true regret.

The Great Love of the world is dead, is dead.
But fades not beauty of an earlier day,
And at Love's grave this epitaph I read,
"But this shall never, ever pass away."

Bob Griffiths





The School

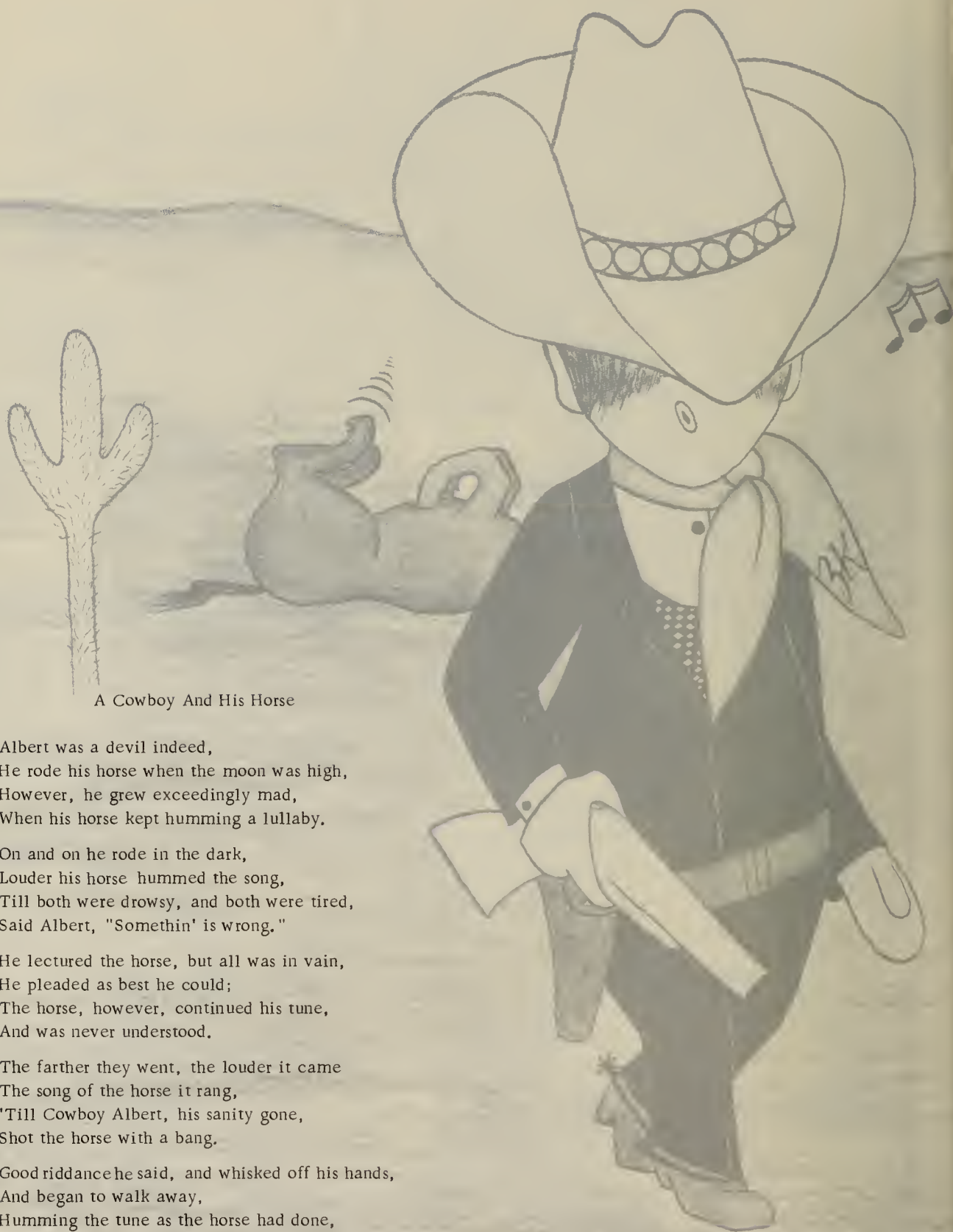
The little school where I once went,
Though to me just a memory,
Holds thoughts of gold, of laugh, and love,
A wealth I know, yet cannot see.

About the seats and old bookshelves,
My lost, and much missed childhood lies;
The old school yard and picket fence
Are where my old and sweet dreams fly.

From the old walls rang my laughter,
The things a certain teacher taught;
Her ways, and smiles that made me love her,
Things like this, they can't be bought.

Again my ears detect the school bell,
Again my eyes approach the door;
I run and chatter with my classmates
In the school that's mine no more.

Anne Freeborn



A Cowboy And His Horse

Albert was a devil indeed,
He rode his horse when the moon was high,
However, he grew exceedingly mad,
When his horse kept humming a lullaby.

On and on he rode in the dark,
Louder his horse hummed the song,
Till both were drowsy, and both were tired,
Said Albert, "Somethin' is wrong."

He lectured the horse, but all was in vain,
He pleaded as best he could;
The horse, however, continued his tune,
And was never understood.

The farther they went, the louder it came
The song of the horse it rang,
'Till Cowboy Albert, his sanity gone,
Shot the horse with a bang.

Good riddance he said, and whisked off his hands,
And began to walk away,
Humming the tune as the horse had done,
In exactly the very same way.

VESTURE

Deftly
you weave a thread
of gold
Into my rough robe-
Effortlessly
make it royal.
The sign of love;
Still a robe
but with a
dignity
of my
own.

by
Sister Constantia

AUTUMN DEPTHS

Fall winds blow with a promise of more strength,
Fine weeds heed the sign and bend their full length
To the scarlet-hued ground;
The gold and bronze fortune to sheathe and blend.

Summer's variant filagree transforms to a subtle rust
And adds to the treasury of Autumn's lust
Emerald stretching fields are touched with rust gold lines
And mark Autumn's coming for all times.

Summer's beauty went uncomprehended
Till fall's tint of richness accented its worth.
Life's summer of years pass in like mannered trend;
In time wafted and pressed by fair Autumn's mirth
Drawing and glazing red golden rays from the soul
Who veers toward the Author of Autumn for all.



More Than We Bargained For

Our very first orientation lesson was over. After ushering the last lingering tot from the grade two classroom, we pulled chairs together. The moment had come. We gathered somewhat timidly to hear the evaluation of our lessons.

" . . . I could hardly hear you. Your concrete materials were very good though. Don't be afraid to . . . " Suddenly the door opened. A figure swaggered in.

"Which of you is the teacher?" he lowered.

"I am."

"Well, I want that toy you took from my boy."

"All right, but I think you are making a mistake," she said, as she went toward her desk. "Do you know why I took it from him?"

"I don't know and I don't care," he countered, the furrows in his brow deepening. "I just know you are bigger and it is not fair for you to take something from my boy that BELONGS TO HIM!"

"I made a deal with Johnny. He could play with his toy only when he had finished his work. He was playing with it and he had not finished. I promised to give it back to him at four o'clock if he was finished then. He was not,"

"A deal--pshaw, an adult making a deal with a child. What chance did he

have? That was no deal at all!"

"But don't you think I was fair?"

"Ah, of course," he hissed sarcastically, "teachers are always right. It was the same when I was a boy."

The conversation continued. The teacher tried to bring some understanding between the parent and herself. It was no use. At last she suggested the man visit the principal. Clinging tenaciously to his toy, he went. That is the last we saw of him.

In the classroom, the practise teacher, who had shown such remarkable control under the tirade, finally broke down. We wanted to be of some help, to somehow convey to her we were with her, that we admired the way she handled the situation, that we understood. She left the room briefly.

After several minutes, the teacher resumed her evaluation of our work. It was all over.

But that day our eyes had been opened to more than just the routine of the classroom. For there IS much more to teaching. In many ways our maturity will be challenged again and again. We left our first classroom with new insight. We had learned more than we bargained for.

Colleen Wolfe





Sonnet for Ellen

Into the chasm of the night I fall,
My mind engulfed by Tethe's drowsy stream;
I float enveloped in a sable pall,
And dream a secret and a lonely dream
Of things I would have done by day, and words,
Soft-winged words, that I longed to say.
My lips were but frail messengers; like birds,
Caught in a snare they strove, pain to allay.

But now my tongue its hidden wish obeys
And silver song conveys the praise of her
Whose lovely image haunts my nights and days,
And causes all my sluggish thoughts to stir.
Though this is but a dream and dawn must break,
May this my song continue while I wake.

Stephen Thomas



The Lonely Road

The very crispness of the air teases the senses. It quickens the eye and sharpens the ear; it entices me to walk that road which lies just off the main highway.

Dip, bend, twist then curve, that's the way of the road. Last night's rainstorm managed to fill the many holes and ruts which now tempt my feet to shatter their glass-like tops.

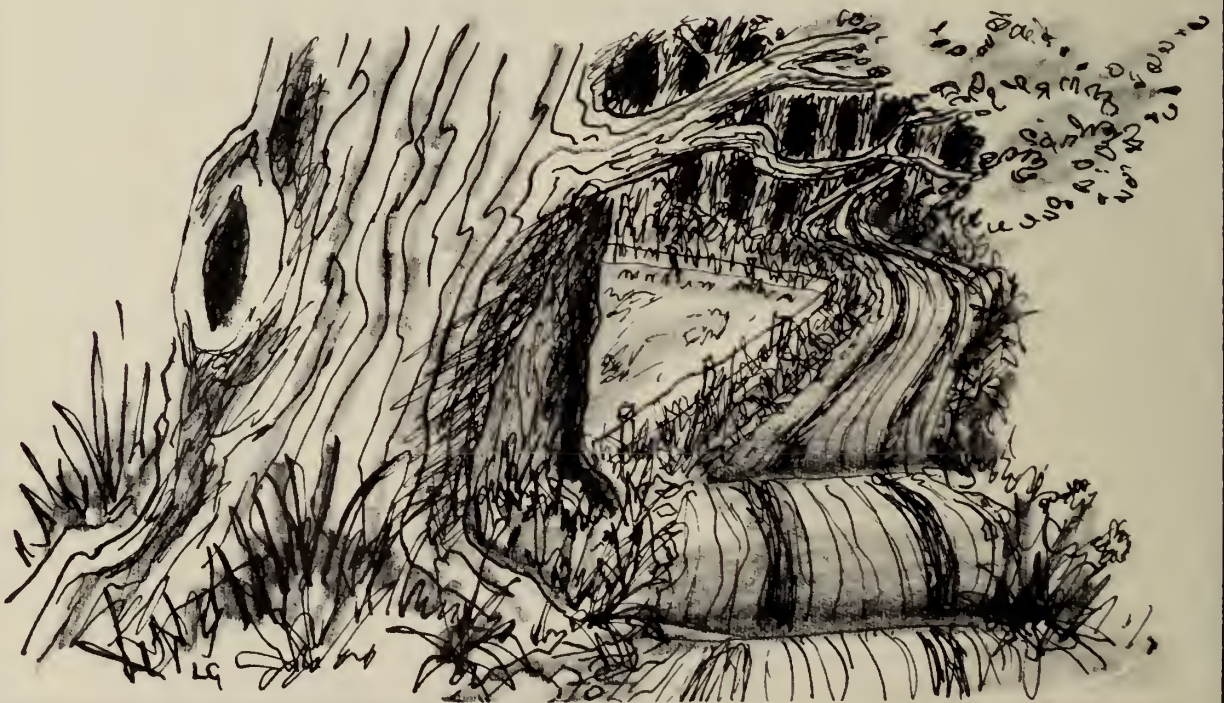
This lane is partially concealed by large trees that spread their branches over its entrance, as if to guard its existence. Trees aren't being given time to gracefully slip from one colour to another this year. Fall has come like the bill collector, suddenly and relentlessly. The

leaves are fringed with reds and yellows; some have already deserted their boughs to rap the road in a warm, winter covering.

I see a fine silk pillow slip; there are two frisky colts; this one must be the dignified Priest who is new at the Village Chapel; every cloud becomes a fascinating object as it passes over the leaf-lined strip of sky which tops this road.

Lonely? Not at all, a walk into this road's silent life showed it to be in complete contentment, lacking nothing.

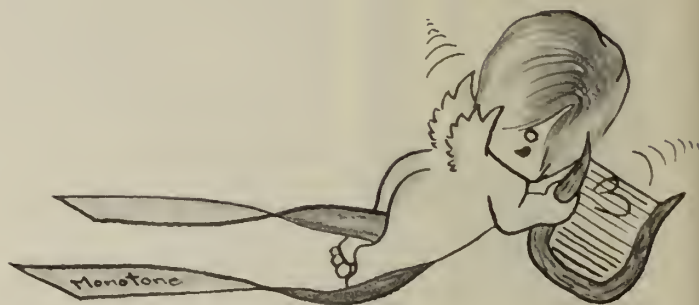
Janet Mansell



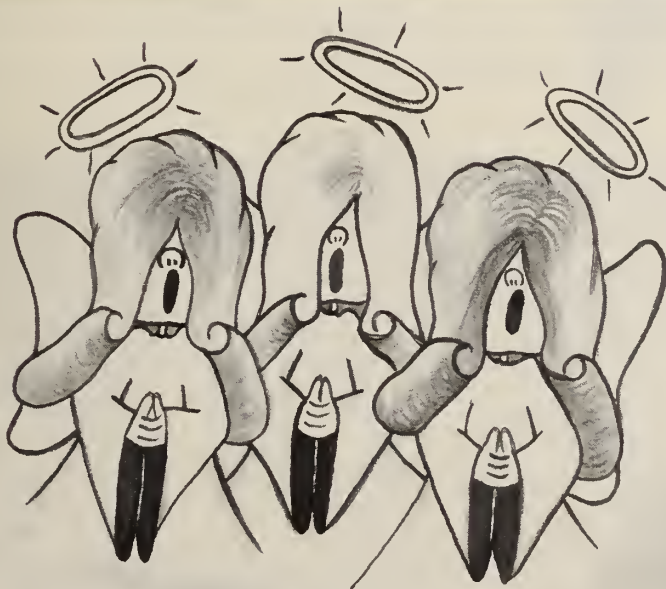
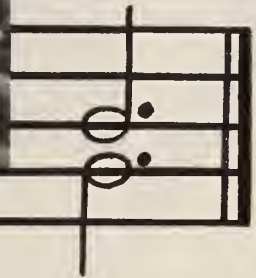
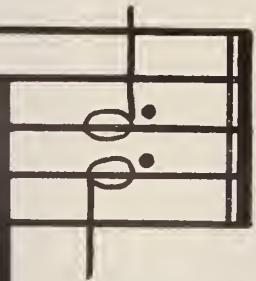


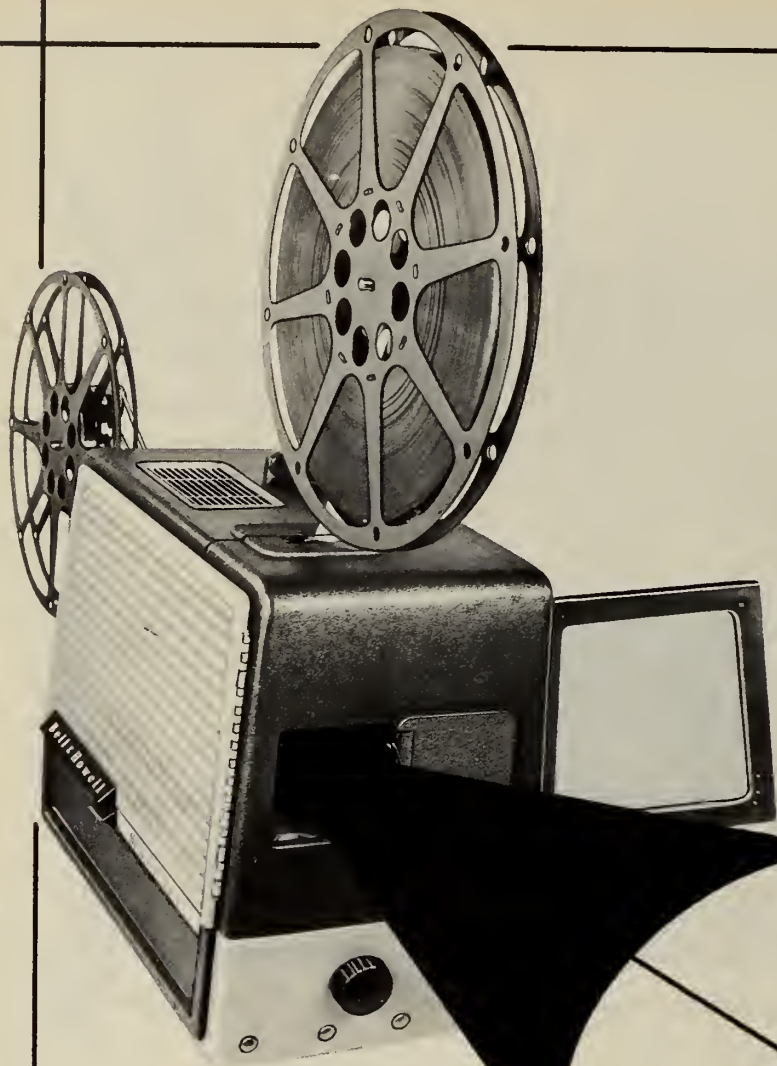
GROUP INTERESTS

THE



CHOIR





AUDIO - VISUAL





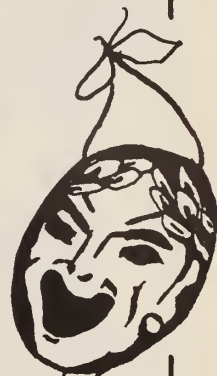
FIELD STUDIES



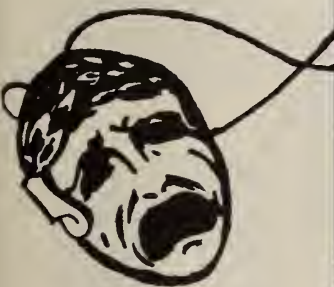
Art AND Drama



ART CLUB: A. Dean, L. Chapman, E. Cannon, C. Campbell, Mr. Thompson, K. Glasgow, D. Oosterink, M. Giblin.



DRAMA CLUB, BACK ROW: B. Tolmie, J. Robinson, W. Maurrish, M. Nabbin, L. Kovacs, P. McClandress, M. Lehovie.
SECOND ROW: S. Thomas, P. Guest, J. Phillips, J. Bray, J. Moore, J. Palmer.
FRONT ROW: D. Povinsky, J. Gales, M. Howard, Mr. Dobrindt, M. Perla, B. Mortensen, M. L. Moyer.



CAMERA CLUB



Photograph - Mr. Biehl

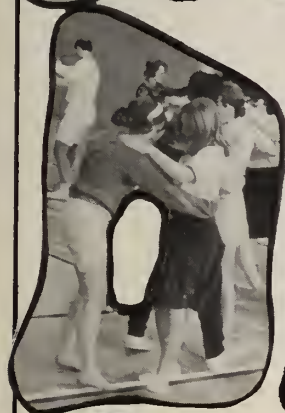


CAMERA CLUB, LEFT TO RIGHT: B. Delbridge, A. Freeborn, J. Growse, M. Mather, K. McLeod, K. Szuldrzynski, J. Rawson.

Folk



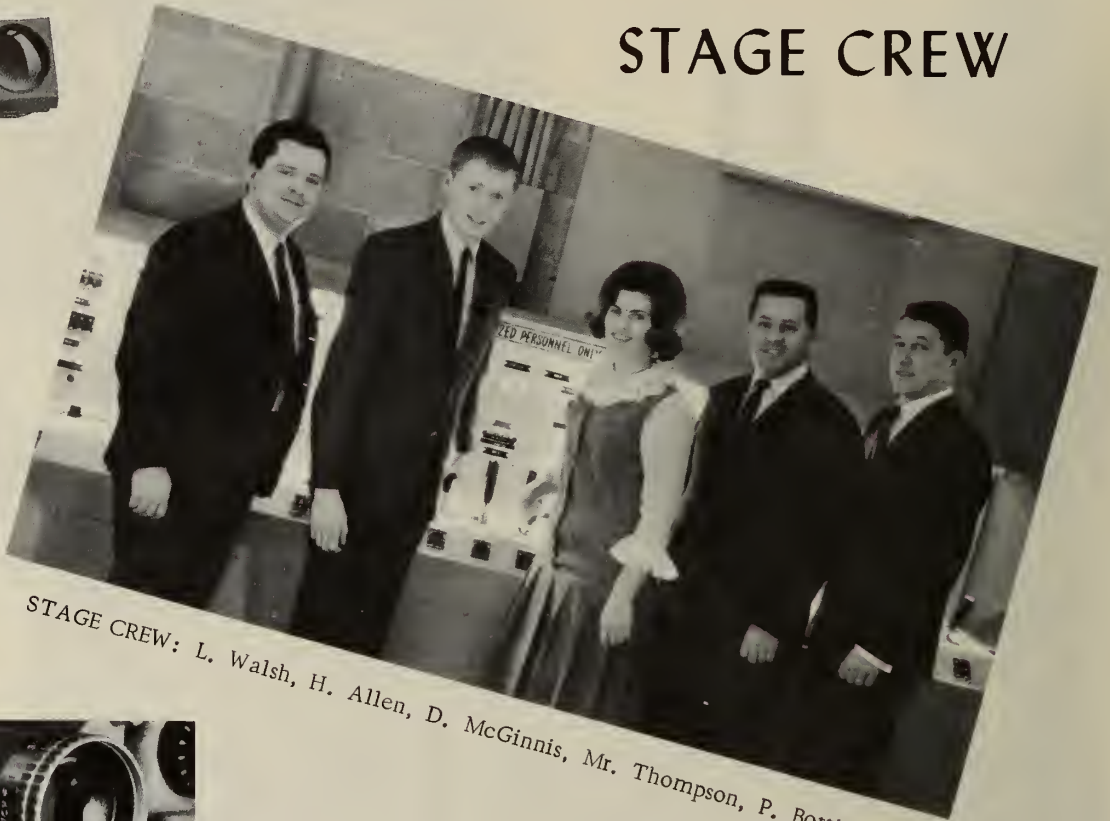
Dancing



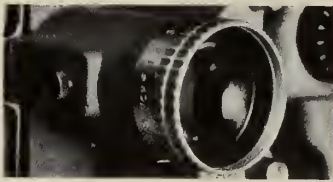
Aside from learning new dances at their regular meetings, the members of the folk dancing club held several parties to which dancers from other clubs were invited. Although a new venture this year, the club was enjoyed by many and was a complete success.



STAGE CREW



STAGE CREW: L. Walsh, H. Allen, D. McGinnis, Mr. Thompson, P. Bottineau.



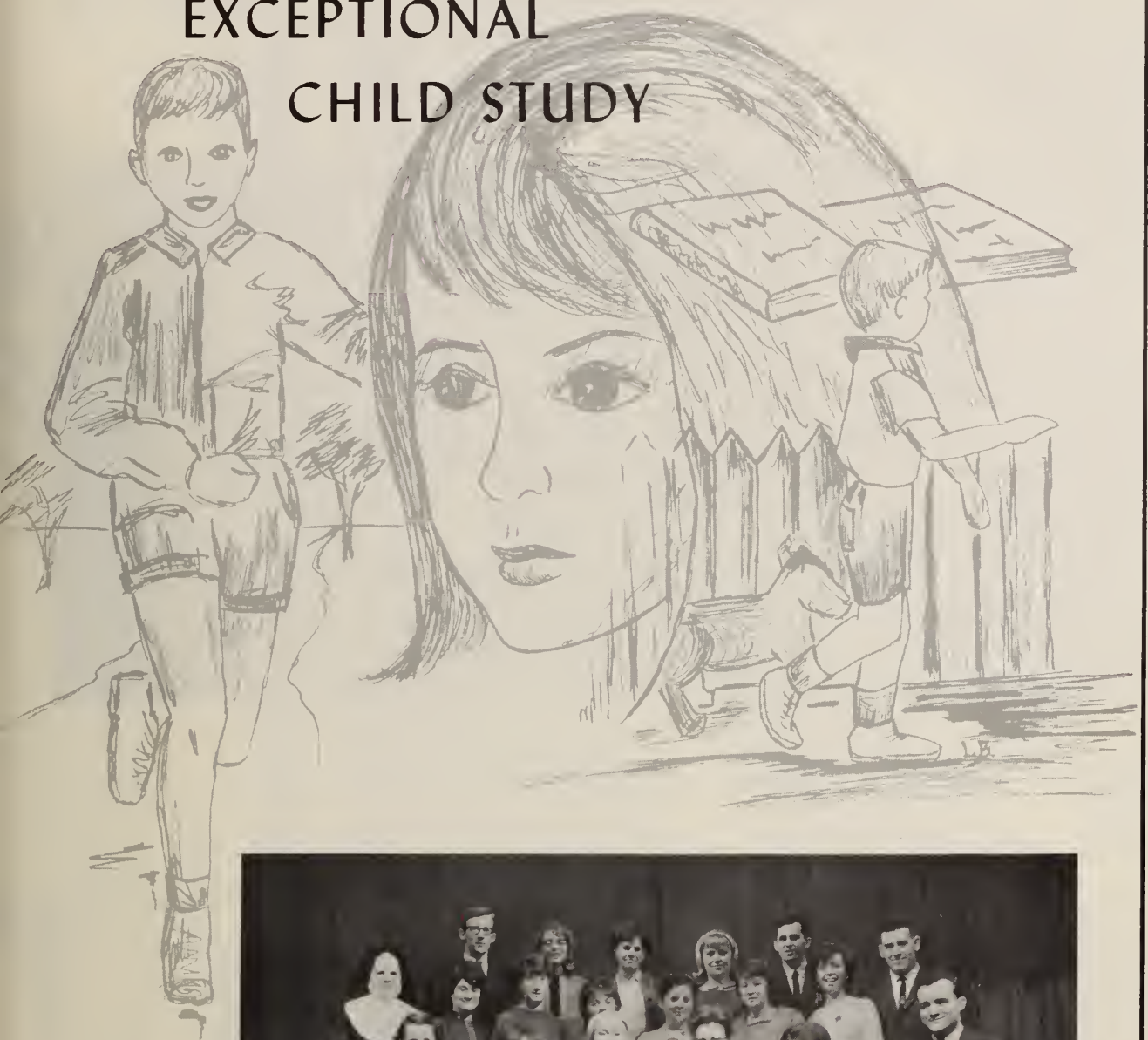
PROJECTION CREW



PROJECTION CREW: H. Mitchell, T. Puroy, J. Lobsinger, Mr. Topp, E. Nelson, D. Snelgrove.



EXCEPTIONAL CHILD STUDY



B. Myers, B. Brocklebank, H. Brown, S. Winchor, L. Broughton, W. Allen, S. M. Robert, B. Alderson, , , M.A. Belletto, N. Lashbrook, J. Sadleir, Mrs. A. Armstrong, M. Anderson, S. Allison, S. Anderson N. Kirschner, Mr. Tokar.

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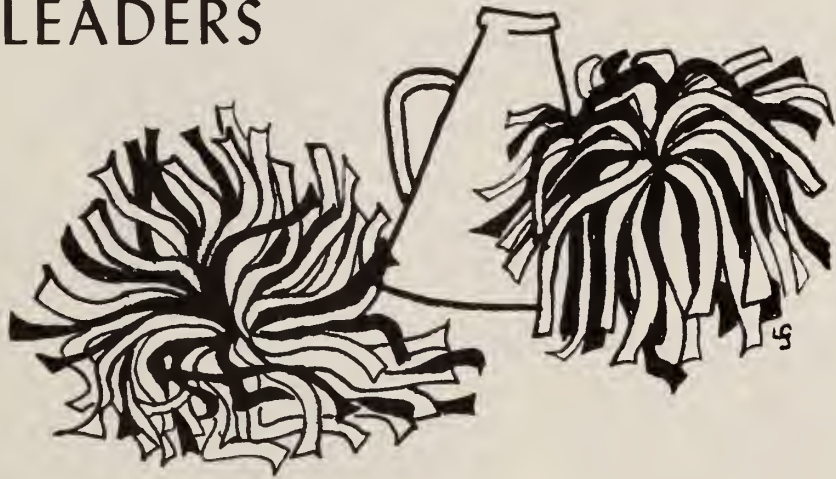
SPORTS

BASKETBALL TEAM

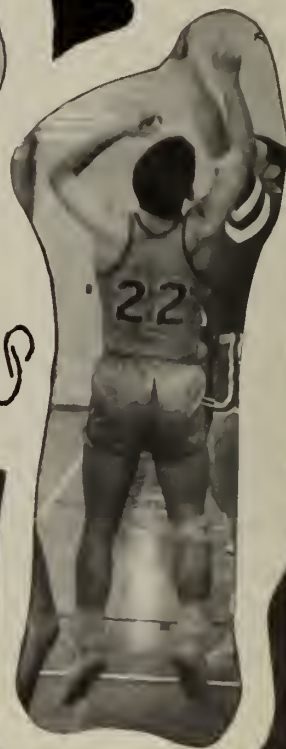
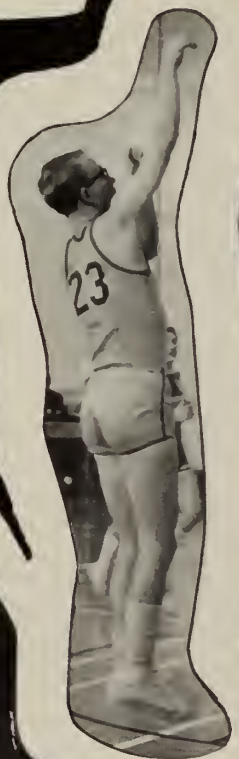


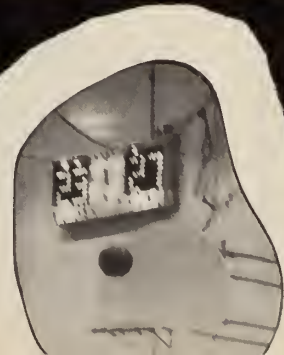
BACK ROW: H. Allen, W. Potts, A. Edmundson, R. Westwood, J. Dudzik.
FRONT ROW: G. Miller, P. Askey, Mr. Bain, J. Knight, B. Yates.

CHEERLEADERS



F. Shamly, G. Carmichael, P. Caminiti, B. Mortensen, E. Cannon, G. De Caluwé,
M. Ridzon.





HOCKEY



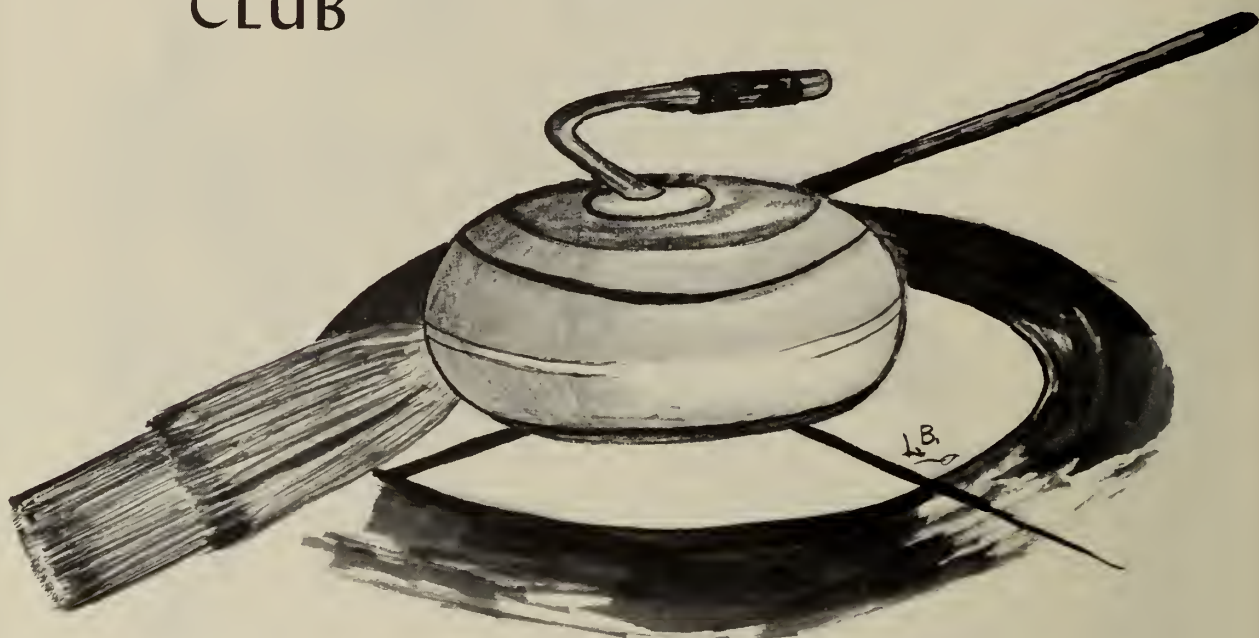
BACK ROW: G. Elliott, S. Lesnick, A. Edmundson, D. Klopp, C. Johnson, B. MacKenzie, D. Varnell.
 FRONT ROW: G. McNaughton, H. Gliszczynski, J. Armitage, Mr. Crawford, S. Irwin, P. Jackson.

VOLLEYBALL



BACK ROW: B. Denommé, D. Robson, J. Knight.
FRONT ROW: R. Wattenburg, Mr. Andrew, B. Pierce.

CURLING CLUB





PROGRAMS





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H a l l o w e e n









Sleeping Beauty

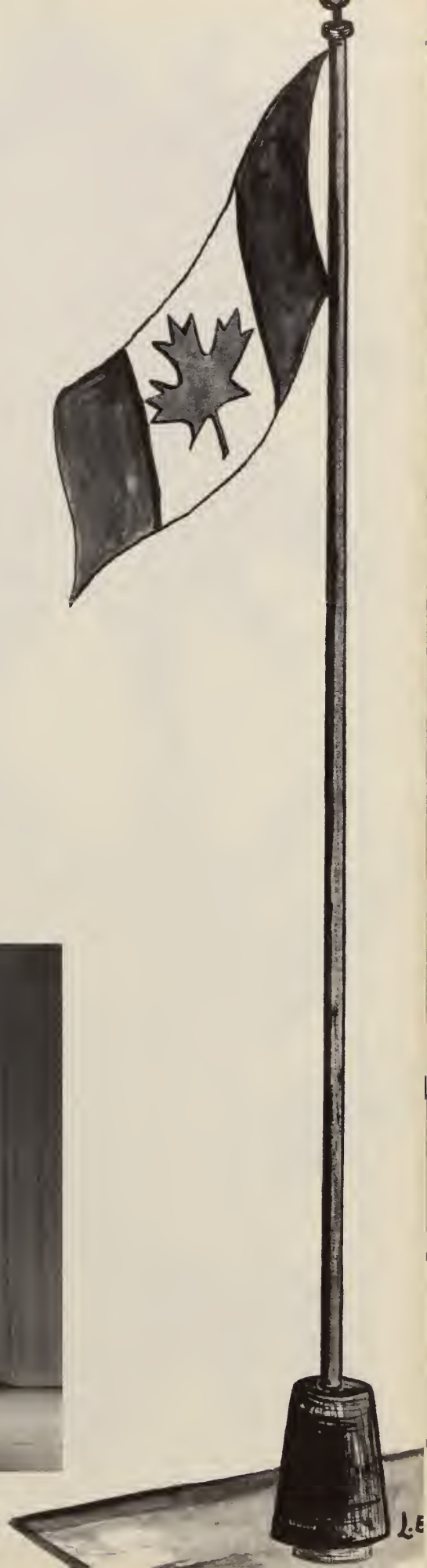


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G.H. DOBRINDT

Frank G. Walker might well attribute his courageous outlook and forthright manner to certain circumstances of birth and fortune. Descended from courageous Loyalist stock, raised on the clay loam of North Grimsby Township on the top side of the Niagara Escarpment, and bearing, as he does, the name and nature of being "frank", it is not surprising to learn that his first school after graduating from Hamilton Normal was located north of Sault Ste. Marie on the Algoma Central railway. He later migrated to Wentworth County and taught in rural and graded schools in the Hamilton district. While principal of Van Wagner's Beach School he espoused the cause of the new "Enterprise Method" of teaching and came to be known as a leader in this field. Mr. Walker assisted with demonstration and practice teaching work with many student teachers.

Mr. Walker practised personally the advice which he often gave, that a teacher should be capable of continuous growth in the profession. He obtained Specialist standing in both Art and Industrial Arts, a B. A. degree from Western, and a B.Ed. from Toronto. He gave twenty-one summers to instructing teachers, several at Ste. Anne de Bellevue, Que.

In 1947 Mr. Walker entered teacher training as Instructor in Industrial Arts at Stratford and London Normal Schools, later transferring to London full time. More recently he has worked in the subject fields of School Management and Mathematics. His family consists of his wife, Mary, a daughter Phyllis and a son Stanley.



HERE'S TO HYDE

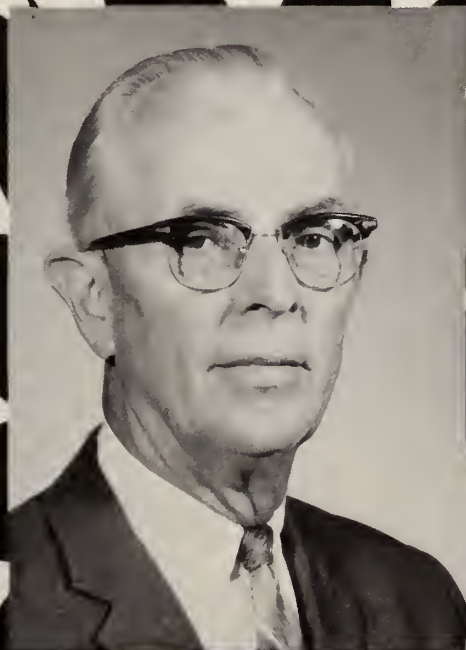
The Hyde of fiction, without Jekyll, was but halfwoy grown;
But here's a Hyde, our Lourie B., who made it on his own.
If L.T.C. could grant degrees at such o convocation,
We'd recognize his Pedagogy ond Administrotion,
His Humour, dry ond opropos, his warm, contogious lough,
His Squore-donce tolent, quite unnotched by others on the stoff.

Awoy with precedent, away; we feor not to digress,
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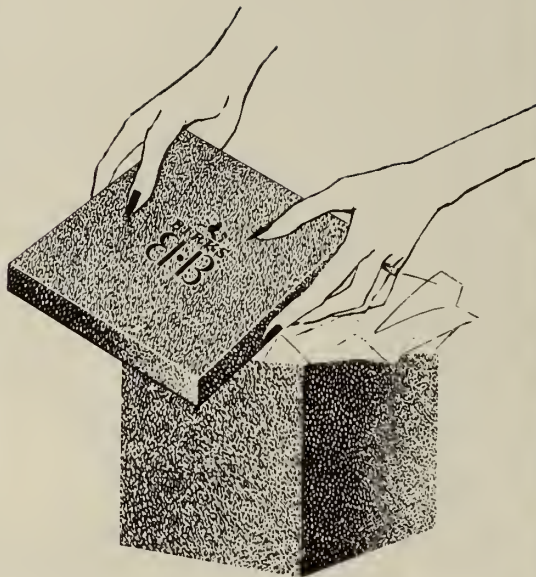
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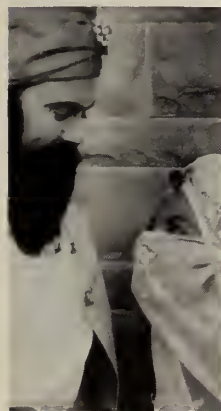


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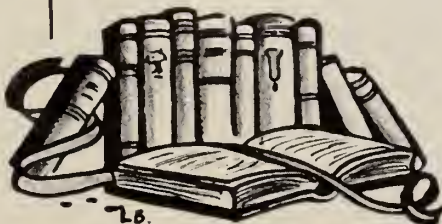
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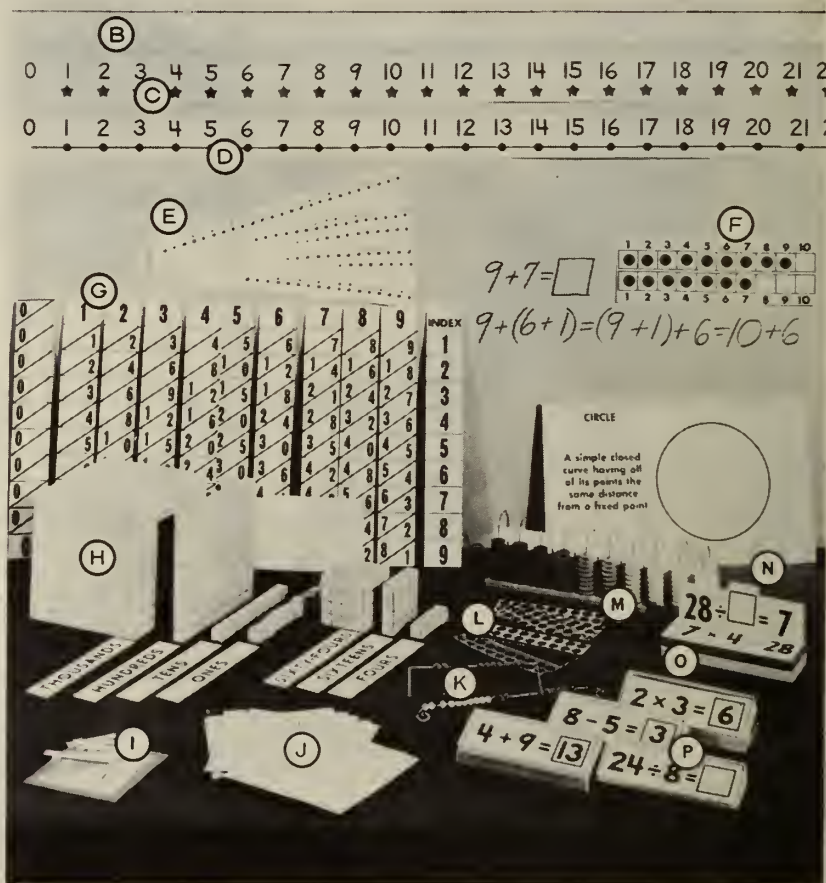
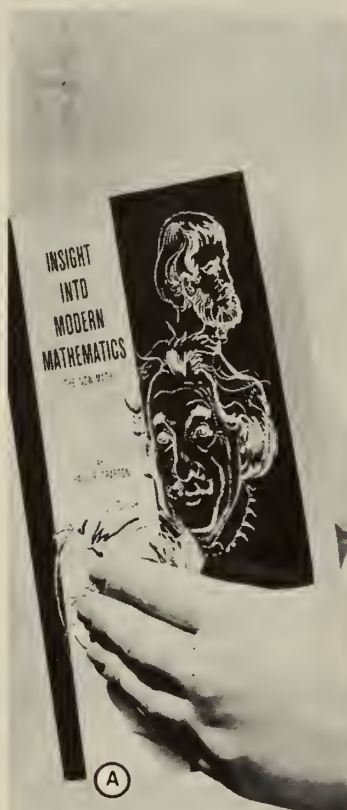
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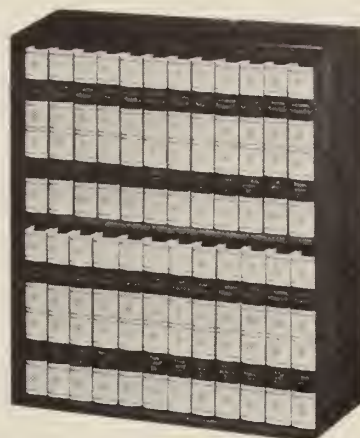
Through its local and provincial associations, Federation exists to promote and further the cause of education, to improve teaching conditions, and to raise the status of women teachers.

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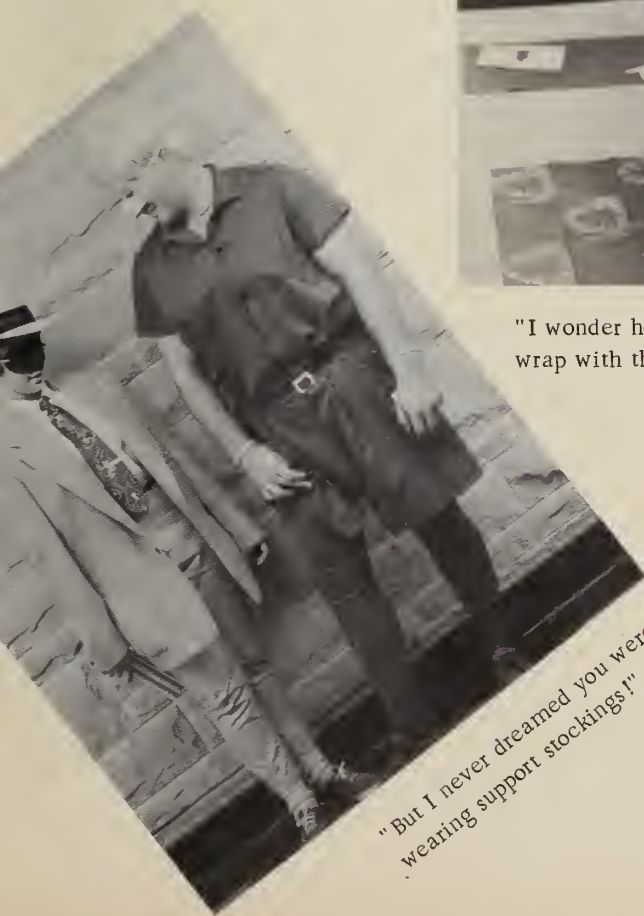
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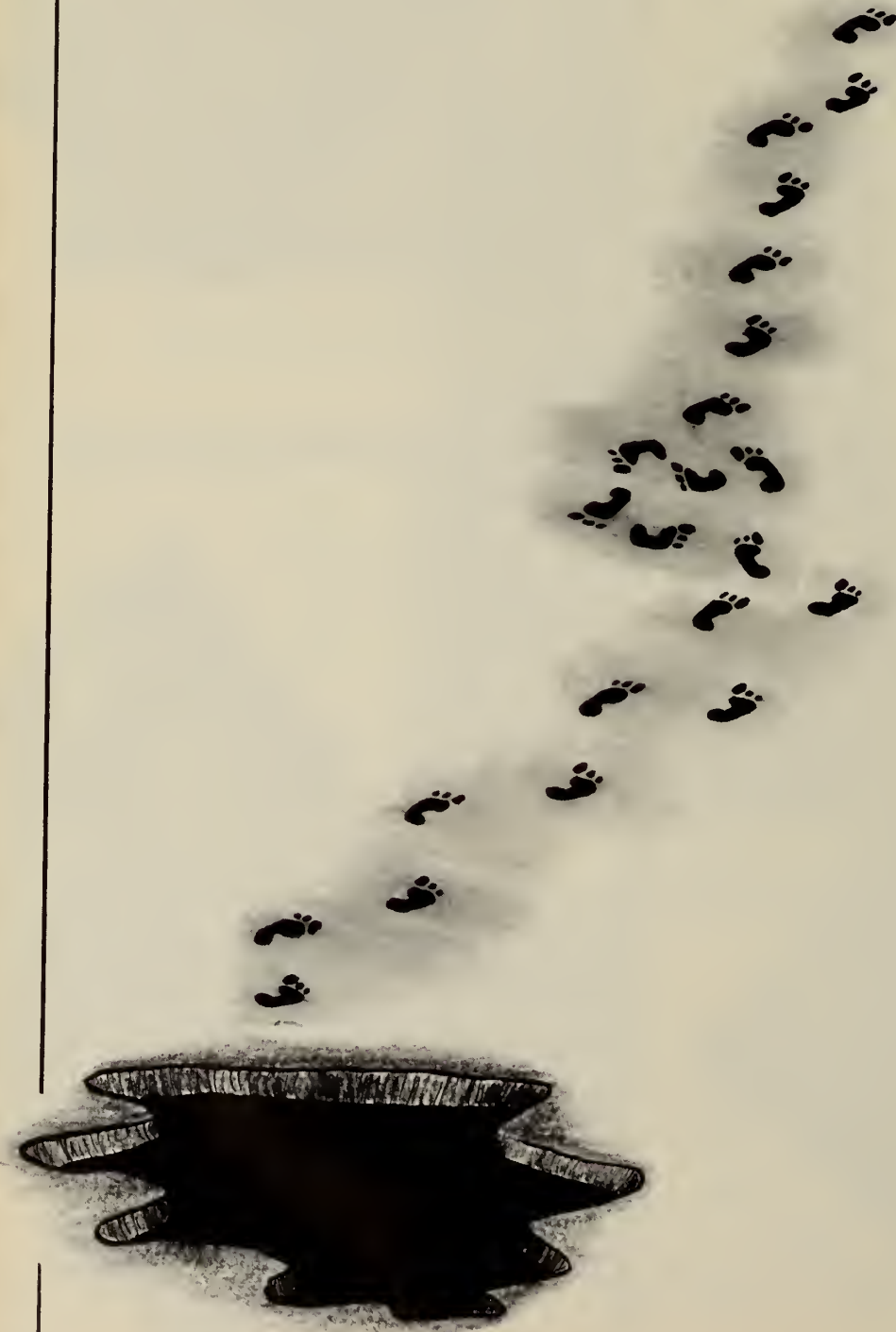
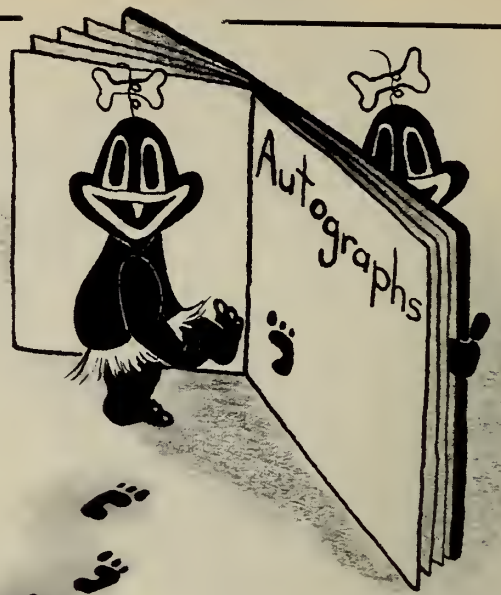
"I wonder how many parcels he'll
wrap with this piece?"



"But I never dreamed you were
wearing support stockings!"



Would the real Mary Poppins please
stand up?





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